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ABSTRACT

This curriculum guide is designed for students in Texas' 2 + 2 Tech Prep program, which trains individuals who followed the general track degree program in high school to provide high quality care and education to young children. The guide is for students entering the third phase of the program, in which a set of intermediate postsecondary core courses is taken. Occupational objectives for various child care staff positions are listed and terms used in the guide are defined. Recommended degree plans for high schools, colleges, and community colleges are detailed, and learning outcomes are listed according to functional areas of knowledge. The curriculum is competency-based and is organized around core knowledge areas recognized as basic to appropriate care and education for young children. Competencies and learning activities are described for the following courses: (1) safety, health, and nutrition; (2) growth and development from conception through preadolescence; (3) learning environments for children from birth through 2 years, from 3 through 5 years, and from 6 years through preadolescence; (4) guidance techniques and group management; (5) the child and family, the community, and staff relationships in a multicultural world; (6) the child with special needs; (7) program administration, administration of the child care education program, management techniques for directors, and learning environments, activities, and materials for mixed-aged groups. The appendix includes a 230-item list of references and other related materials. (SM)

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2 + 2 Tech Prep
Early Childhood Professions
Postsecondary Curriculum Guide

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FOREWORD

In Texas child development students have a multiplicity of choices for specialized training at the collegiate level. Thirty-seven two-year degree granting public colleges offer child development programs (Harriman, 1991). Many of these programs offer training at campus-based child development centers that are accredited with the National Academy of Early Childhood Programs, a division of the National Association For The Education Of Young Children, and many of the programs are staffed with published authors and respected leaders in the field. Differences in course offerings, requirements, content, and allocation of credits for completed work make each program unique. While academic autonomy has its advantages, separatism in a statewide delivery system for professional development of infant providers, preschool teachers, center directors, and special needs para-professionals can cause problems:

- Students who transfer from one public college to another often find themselves having to take required courses that weren't on their former degree plan or retaking courses that were similar to, if not the same as, previously completed coursework.
- Students within the same department of a college graduate with disparate knowledge, skills, and laboratory experiences because course objectives are largely determined by the course text and/or the individual instructor.
- A.A.S. graduates who become preschool teachers, center directors, or family day home providers come to the workplace with a diverse range of competencies within cities, from city to city, and from region to region.

The lack of a coordinated training delivery system also contributes to a shortage of teachers who have specialized early childhood preparation, according to the National Association For The Education of Young Children. (NAEYC, 1991).

Teacher shortage and skill disparity problems are compounded by the annual increase in the number of mothers working outside the home. Today sixty-five percent of mothers with preschool children, toddlers, and infants are in the workforce. Sixty-three percent of Texas mothers with school-age children are working outside the home, creating large numbers of latch-key situations (Blank & Wilkins, 1985). By the year 2000 these percentages are projected to increase to 80 percent, respectively (Bureau of Labor Statistics, 1984).

We know that increasing the number of child care facilities and employees is not a solution in itself. Child care and education programs need to be of high quality and high quality programs demand well-trained professionals who share a congruent training model. Numerous research studies conclude that the training a teacher receives is a major determinant of how well children fare in child care programs and later in elementary school. A nationwide study on children in child care concluded that one of the most important ingredients of quality child care was the on-going training of the teacher/caregiver. In programs where the teacher/caregiver had early childhood education training, the children behaved more positively, were more cooperative, and were more involved in the program. The children in these programs also made greater gains on standardized tests of learning (AT&T, 1988). The purpose of the Tech Prep Early Childhood Professions Program is to educate and train competent professionals who will provide quality care and education to young children, and to provide a single congruent curriculum for statewide adoption/adaptation. The vehicle for the training is driven by industry identified skills in a competency based format of direct instruction and apprenticeship experiences.

The 2+2 Tech Prep Early Childhood Professions curriculum targets the student who is interested in any number of careers in child development: child care/education teacher or director, pediatric nurse, nanny, and child psychiatrist to name a few. In addition, the program targets those students identified as "the neglected majority", (Parnell, 1989). Parnell defines the neglected majority as those students on the general track high school degree program. General track students constitute 50 percent of the high school population; unfortunately, they emerge from high school with no marketable skills because of the unfocused nature of the degree plan. Parnell's 2+2 Tech Prep programs bring structure, substance, and marketable skills to the ordinary student.

Part of a national education movement responding to *A Nation At Risk* (National Commission On excellence In Education, 1983), the 2+2 Tech Prep Early Childhood Professions program is part of a redesigned education system that is being endorsed by state leaders and national education organizations:

"All our young people must have access to a quality academic and technical education that will prepare them for successful employment in our changing workplace. I believe that the future economic development of our state depends on the ability of our schools and colleges to prepare a skilled and educated workforce. We must restructure our system of education and training to meet this challenge. This development and implementation of Tech Prep Associate Degree Programs is an exciting and innovative component of a restructured system." (Governor Ann Richards, October 1991).

The 2+2 Tech Prep degree plan reflects a 1992 critical priority resolution endorsed by the Association for Supervision and Curriculum Development (ASCD), which *"urges the development and revision of curriculum to integrate academic and vocational education in order to develop competent, skilled, and technologically prepared students. ASCD supports and promotes efforts among secondary schools, educational institutions, and the business community to improve communication, articulation, and cooperation for the effective transition of students from school to work."* (ASCD, 1992)

The 2+2 Tech Prep Early Childhood Professions program reflects guidelines and requirements for Texas Tech-Prep programs as defined and described in *Tech Prep High School And Associate of Applied Science Degree Programs: Guidelines For Development And Implementation* (March 1992) which are consistent with federal requirements for Tech-Prep education programs as outlined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. 2+2 Tech Prep Early Childhood Professions also reflects the goals of

Career Opportunities In Texas: The Master Plan For Vocational and Technical Education (1991 Update).

Competencies for the Secondary and Postsecondary Early Childhood Professions Curriculum were generated from several sources (see references). The competencies were ranked by survey participants who represented directors of child care centers, and by teachers of child development programs in Texas high schools and colleges. The 208 respondents ranked the competencies for the position of child care assistant, preschool teacher, and administrator. Data analysis included the ranking of each competency, demographic information, and open ended comments. The ranked competencies were reviewed by the 2+2 Child Development steering committee, and placed on appropriate levels for grades 11, 12, and postsecondary.

This guidebook includes three content revisions which supersede the Early Childhood Professions I & II guidebooks. A revised high school degree plan is included, and is based on a Tech Prep Core Curriculum being recommended to the Texas State Board of Education. A second revision is a change in course credit award for Early Childhood Professions I from 6 credit hours to 5 credit hours. The change was made based upon recommendations by the 1991-1992 steering committee. A third revision is in Early Childhood Professions II which now articulates with two courses, rather than one course. Each course awards three credit hours.

Early Childhood Professions I, the first in a series of 11 core courses*, articulates with the first introductory college level child development course, Introduction To Early Childhood Education. Early Childhood Professions II articulates with the next two core courses in the series: Curriculum Resources and Introduction To Center Operations For Programs With Children. These three courses are bridging courses for students wishing to pursue an Associate of Applied Science Degree with advanced specialty training. Mastery of competencies in Early Childhood Professions I and II is needed as a prerequisite to enrollment in intermediate level courses for all child development students pursuing credentialing, certification, or an A.A.S. degree.

The Early Childhood Professions Postsecondary Curriculum Guide is designed for students entering the third phase of the 2+2 Tech Prep program. It is a set of intermediate postsecondary core courses, to be taken after Early childhood Professions I and II, which, taken in sequence, systematically expand students' knowledge, skills application, and field experiences. This demonstration project curriculum was developed over an 11 month period under the Carl Perkins Education Act. In compliance with the recommendations of 2+2 Tech Prep Vocational Education, the Early Childhood Professions postsecondary courses are based on the following principles:

- A mastering of competencies employers have identified.

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* **Core courses make up that body of knowledge and skills needed to successfully implement the work of an early childhood professional. Progressive levels of preparation expand the core areas in both breadth and depth. (Concept adapted from The National Association For The Education Of Young Children, "Of Ladders and Lattices, Cores and Cones," S. Bredekamp, B. Willer, March 1992).**

- A structured and coordinated curriculum that begins in the 9th grade and is developed through the postsecondary level.

- A high school degree plan that emphasizes a mastery of communications, math, and science skills.

- A college degree plan that emphasizes greater depth and breadth of preparation in core areas of child development knowledge and experience as well as preparation in one or more specialty area(s).

- Multiple entry points, multiple exit points, with a bridging plan for students who enter the as college freshmen.

- Elimination of course duplication, and an ability to articulate with other Texas 2+2 Tech Prep Early Childhood Professions programs.

Competencies ranked at the intermediate postsecondary level were grouped into seven areas for core curriculum identification. Department chairpersons at each of the 37 two year public colleges offering child development courses were surveyed on a state model core curriculum. Twenty-six participants responded, providing feedback necessary for determining core courses from the ranked competencies. Data was compiled and summarized using custom designed software, the Clipper V for the IBM PC. The identified core courses were reviewed by the 2+2 Tech Prep Child Development steering committee, given appropriate course titles, and placed in sequence for an A.A.S. Degree with an Advanced Mastery Certificate.

Identified intermediate courses include:

- Safety, Health, and Nutrition
- Growth and Development: Newborn Through Pre-Adolescence
- Learning Environments For Children Newborn Through Age Two
- Learning Environments For Children Three Through Five
- Learning Environments For Children Six Through Pre-Adolescence
- Guidance Techniques and Group Management
- The Child and Family, Community, and Staff Relationships in a Multicultural World
- The Child With Special Needs

Advanced specialty areas, offered the final semester on a Tech Prep student's two year degree plan, were identified and reviewed by steering committee members. Several areas of specialization were determined. Advanced specialty courses in Administration were developed and are included in this curriculum guide.

The purpose of this curriculum guide is to:

- Assist postsecondary 2+2 Tech Prep Early Childhood Professions instructors and college level child development instructors in the selection and use of instructional content, references, and materials for an effective instructional program.
- Improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- Provide interested individuals, educational groups, and occupational groups with information on the scope, sequence, and occupational concepts needed for gainful employment in the field of Early Childhood Professions.
- Provide two year degree granting child development departments a model curriculum for training students in a coordinated, statewide, articulated system.
- Supply instructors with a foundation upon which they can progressively build a functional course of study in accordance with the performance standards recommended by child care and education professionals, and as established by the Child Development Associate (CDA) Credentialing Program, and the National Association For The Education of Young Children. (NAEYC).

Assistance in implementing the curriculum is available by contacting the 2+2 Tech Prep Child Development Project Office (1-800-792-3348, ext. 1690) or the Central Texas College Child Development Department (817-526-1900), The Texas Higher Education Coordinating Board, Division of Community Colleges (512-483-6250), or the Texas Education Agency's Department of Vocational Home Economics Education (512-483-6250).

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PHILOSOPHY

The 2+2 Tech Prep competency-based Early Childhood Curriculum was developed to reflect the views of the major national organizations for the education of young children. These organizations promote the belief that all children are entitled to quality care and education. To this end, the students who participate in the 2+2 Tech Prep Early Childhood Curriculum will be competent to provide young children with a developmentally appropriate curriculum and environment that integrates all areas of young children's development; social, emotional, cognitive, and physical.

The Early Childhood professional must not only be a warm, nurturing and positive person who likes children, but also be knowledgeable of the principles and theories that form the foundation of the education and guidance practices advocated for young children. The 2+2 Tech Prep Early Childhood Curriculum provides students with a balance of cognitive challenges in conjunction with application of knowledge in a setting with young children.

Upon completion of two, three, or four years in the 2+2 continuum, the student will be a professional with a knowledge and experience base that will enable her/him to enter the child care/education industry well-qualified to work with young children as a Teaching Assistant, Assistant Teacher, or Associate Teacher. The advantages to this training are four-fold:

- Children have better care and attention.
- Working parents in the community are more productive in the workplace knowing that their children are receiving quality care and education.
- The Tech Prep students are on a career ladder path that can take them in many directions with regard to working with young children.
- A better prepared child care and education workforce, founded on a coordinated training delivery system, will enable the profession to gain recognition and status, and subsequently, improve the salaries of this underpaid group of dedicated professionals.

CONCEPTUAL FRAMEWORK

The 2+2 Tech Prep Postsecondary Early Childhood Curriculum (2+2 Tech Prep ECP) is competency based and is organized around seven core knowledge areas nationally recognized as basic to appropriate care and education for young children. The competencies were developed with the assistance of the child care/education industry in Texas by means of a survey. Ranked competencies were placed at appropriate instructional levels and used to identify early childhood professions occupation categories (See Occupational Objectives). The seven core areas of knowledge are professionalism; child development; health, safety, and nutrition; developmentally appropriate curriculum; guidance; family relationships; and cultural and individual diversity. They are included at each level of the 2+2 Tech Prep curriculum, progressively expanding the student's knowledge and skills. At the postsecondary level the seven knowledge areas are arranged in eight courses and structured to intersect with one another. Overlapping of content occurs when appropriate.* The progressive expansion of general learning outcomes is illustrated on pages 1-18 to 1-24.

In addition to child care and education training, the curriculum is based on essential workplace skills which have been identified through extensive study (Tucker, 1990; Carnevale, 1989,1990,1991**; Parnell, 1985). They include Reading; Writing at Work; Computation; Speaking; Listening; Problem Solving; Ethical Behavior; Interpersonal Skills; Cross-Cultural Awareness and Sensitivity; Teamwork Skills; Personal and Career Development, and Organizational Effectiveness. The 2+2 Tech Prep secondary and postsecondary degree plans reflect the requirement for proficiency in reading, writing, computation, speaking and listening. Early Childhood professions I and II contain competencies and learning activities for initial mastery in problem solving; work ethic attitudes; interpersonal skills, teamwork, goal setting, career development, and organizational effectiveness. Postsecondary Early Childhood Professions courses build upon initial mastery with an emphasis on interpersonal skills, team building, and ethical problem solving.

The guide is written to the instructor for use with students. Suggested learning activities are included for each course. The suggested activities are not intended as prescriptive but provided as examples of learning experiences to aid the instructor in:

- Teaching to the competencies.
- Selecting suitable resource and text materials
- Reaching all four learning styles

Additional learning activities which conform to competencies in the *2+2 Early Childhood Professions Postsecondary Curriculum Guide*, and aid the student in completing requirements for the Child Development Associate credential (CDA), are included in *Child Development Associate Credential Facilitator's Guide To Active Learning Techniques*.

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* See "Of Ladders And Lattices, Cores and Cones," *Young Children*, March 1992.

** See appendix for ideas and resources on teaching workplace skills.

The CDA facilitator's guide is recommended as a companion guide to *2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide*. An active learning technique from the CDA facilitator's guide is included in this guidebook as an example of how the two books can work in concert. The example can be found in the appendix of this book. The CDA facilitator's guide is available through San Antonio College's Child Development Department, by writing to:

J. Christine Catalani
Child Development
San Antonio College
1300 San Pedro Avenue
San Antonio, TX 78212-4299

Tech Prep students who have completed Early Childhood Professions I and II will increase their understanding of quality care and education for young children fall semester of the freshman year at the community college level by taking the first three of eight intermediate courses in the early childhood professions: Safety, Health, And Nutrition; Growth And Development: Prenatal Through Adolescence; and Learning Environments For Children Newborn Through Age Two. Second semester of the college freshman year the student continues study with the next three courses: Guidance Techniques and Group Management; The Child And Family, Community And Staff Relationships In A Multicultural World; and Learning Environments, Activities, and Materials For Children Ages Three Through Five. Upon completion of the second semester at the community college, the 11 hours of college credit earned at the high school level (Early Childhood Professions I and Early Childhood Professions II) will be validated at the community college. Fall semester of the sophomore year the final two intermediate courses are taken: Learning Environments, Activities, and Materials For Children Age six Through Pre-Adolescence; and The Child With Special Needs.

Spring semester of the sophomore year the student takes three to five advanced specialty courses in a chosen occupational field of Early Childhood Professions (e.g. program administration, Family Day Home, School-Age specialist, Special Needs), and completes requirements needed for an Associate of Applied Science degree with an Advanced Skills Mastery Certificate.*

Intermediate study at the postsecondary level includes the critical examination of theories and practices for specific age groups, advanced observation skills, planning and implementing appropriate learning environments, caring and teaching strategies, guidance techniques, and proactive personal development.

The student who enters the community college Early Childhood Professions program without Tech Prep experience at the high school level takes bridging courses necessary for

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*See *Tech Prep High School And Associate Of Applied Science Degree Programs: Guidelines For Development And Implementation* (effective March 1992) for conditions.

progression to an intermediate level of study. Bridging courses include Introduction To Early Childhood Education (Early ChildhoodProfessions I) and Curriculum Resources and Introduction To Center Operations Of Programs (Early Childhood Professions II). Upon completion of these courses, the non-Tech Prep student continues study with a number of options-- complete requirements for a Child Development Associate Credential or other certificates; complete required intermediate child development and academic courses for an associate of applied science degree; or complete all requirements, to include advanced specialty courses, for an Associate Of Applied Science Degree with Advanced Skills Mastery Certificate(s).

Options, articulation agreements, and requirements for transferring to a four year institution upon completion of A.A.S. degree requirements vary from senior institution to senior institution. A statewide 2+2+2 plan in Early Childhood Professions had not been formally developed, articulated, or approved when this guide went to press. Tech Prep and non Tech Prep students planning to seek public school teaching certification or a bachelor of arts degree should be advised to seek their college counselor and/or department advisor upon enrollment at the junior college.

Student Training Experience

Time spent in the classroom/apprenticeship site will follow the THECB rules. For example, students will have 32 hours of required direct instruction in the classroom and 32 hours of required observation/teaching experience in each three credit hour intermediate postsecondary course (3 credit hours, 2-2) except for Child Growth And Development: Prenatal Through Preadolescence, a lecture course. Students will have specific assignments germane to each course's application enabling objectives.

Selection Of A Site For Training Experience

Placements for students should be carefully selected and based on pre-determined criteria to include:

a. Developmentally appropriate curriculum
b. Children served
c. Type of program
d. Pleasant atmosphere for children and staff
e. Training of the staff
f. Licensed
g. Health and safety factors
h. Location

Suggested Training Sites

1. On-Site (college campus) child development center
2. Pre-Kindergarten, Kindergarten Classroom
3. Head Start, REACH Program
4. Licensed Private Child Care Center
5. Non-Profit Child Care Center (Church related)
6. For Profit Franchised Child Care Center
7. Department of Services Social Work
8. School-Age Child Care Program
9. Elementary Counselor
10. Licensed Infant Care Program

The student will be responsible for keeping a diary of observations and teaching/care experiences completed at the training site. The diary should be shared and discussed with the course instructor and the training site supervisor on a weekly basis. The journal should include comments from the student that give evidence of reflection, self-evaluation, and goal setting.

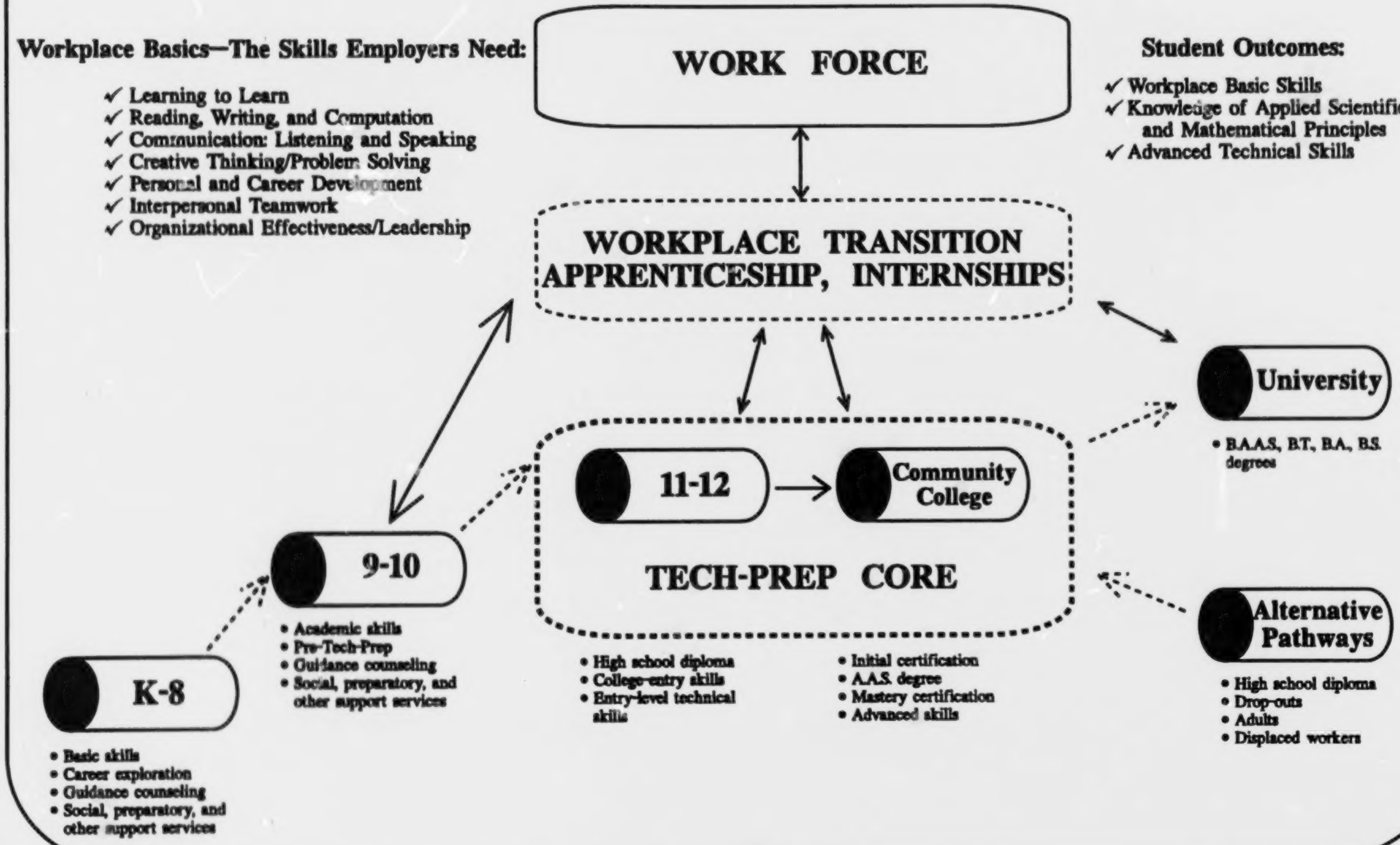
The student is responsible for clarifying and discussing her role with the site supervisor. During the third and fourth years of the 2+2 Tech Prep ECP training, the role of the student is observational, to gain advanced knowledge through case studies on individual children, families, and teachers; and apprenticeship-based, to gain mastery in applying knowledge. The teacher and site supervisor should clearly delineate the level of student participation with children as well as other duties and responsibilities. The teacher and site supervisor should cooperatively develop a training plan that identifies the competencies the student-trainee is to acquire while on the job. This agreement should be signed by the student, ECP teacher, and site supervisor. These should include:

- providing the student with experiences to develop skills for their career goals.
- building positive student-supervisor relationships through the student's job training.
- reinforcing the student's continuing development of a mature attitude when working with young children.
- evaluating the student's competencies and progress cooperatively with the teacher and student.

The Student Competency Profile (Placed following the listing of suggested activities for each course), is designed to indicate student progress, up to six times during the semester, and to evaluate level(s) of mastery. Each student profile should be printed as a three part carbonless form to be used by the Early Childhood Professions instructor and the site supervisor, with the third copy given to the student.

Before placement, every student must have a TB test.

TECH-PREP ASSOCIATE DEGREE PROGRAMS: EDUCATIONAL AND CAREER PATHWAYS



Workplace Basics—The Skills Employers Need:

- ✓ Learning to Learn
- ✓ Reading, Writing, and Computation
- ✓ Communication: Listening and Speaking
- ✓ Creative Thinking/Problem Solving
- ✓ Personal and Career Development
- ✓ Interpersonal Teamwork
- ✓ Organizational Effectiveness/Leadership

WORK FORCE

WORKPLACE TRANSITION APPRENTICESHIP, INTERNSHIPS

Student Outcomes:

- ✓ Workplace Basic Skills
- ✓ Knowledge of Applied Scientific and Mathematical Principles
- ✓ Advanced Technical Skills

University

- B.A.A.S., B.T., B.A., B.S. degrees

11-12 → **Community College**

TECH-PREP CORE

- High school diploma
- College-entry skills
- Entry-level technical skills

- Initial certification
- A.A.S. degree
- Mastery certification
- Advanced skills

9-10

- Academic skills
- Pre-Tech-Prep
- Guidance counseling
- Social, preparatory, and other support services

K-8

- Basic skills
- Career exploration
- Guidance counseling
- Social, preparatory, and other support services

Alternative Pathways

- High school diploma
- Drop-outs
- Adults
- Displaced workers

OCCUPATIONAL OBJECTIVES

Teaching Assistant: **Assist in the implementation of program activities under the direct supervision of teachers or assistant teachers.** The model 2+2 Tech Prep articulated curriculum for **Teaching Assistant** is designed to produce an individual who, upon completing competencies in Early Childhood Professions I and II with a satisfactory or higher evaluation, will have skills necessary to perform the duties of a teaching assistant. Students who have successfully completed Early Childhood Professions I and II are ready to begin work on the Child Development Associate (CDA) credential.

Assistant Teacher: **Implements program activities as part of a teaching team and shares responsibility for the care and education of a group of children. Assists in the planning and implementation of the curriculum; works with parents, and assesses the needs of individualized children.** The model 2+2 Tech Prep curriculum for **Assistant Teacher** is designed to produce an individual who, upon completing competencies in grades 11, 12, and 13 in The Child Development Associate Program, with a satisfactory or higher evaluation, will have the skills and experience necessary to obtain the Child Development Associate (CDA) credential, and perform effectively as an assistant teacher. The curriculum includes preparation necessary to complete CDA requirements by the completion of the freshman year in college.

Associate Teacher: **Responsible for the care and education of a group of children. Plans and implements the curriculum, supervises other members of the teaching staff assigned to the group, works with parents, and assesses the needs of individual children for incorporation into curriculum planning.** The model 2+2 Tech Prep curriculum for **Associate Teacher** is designed to produce an individual who, upon completing competencies in grades 11,12, 13 and 14 with a satisfactory or higher evaluation, will earn an Associate of Applied Science (AAS) degree in Child Development and have the skills necessary to perform effectively as a teacher.

Teacher: **Has demonstrated experience in early childhood knowledge and practice. Responsible for the care and education of a group of children, and supervises and mentors other teaching staff.** Educational qualifications for **Teacher** include a minimum of three years experience as a teacher of young children, and a bachelor's degree. The Associate of Arts Degree option in the 2+2 Tech Prep model prepares the student to continue at a four year institution in a Child Development or Early Childhood program working toward a bachelor's degree in this field.

Director: **Responsible for overall administrative duties of an early childhood care and education program which includes: serving as a liaison among the board of directors, staff, and parents, and as a professional advisor to the board; policy making; program planning; financial management; recordkeeping; staff supervision and development; parent involvement; community relations and publicity; and program evaluation.** The model 2+2 Tech Prep curriculum includes a special option for the student who is interested in taking course work in child care management as part of his/her postsecondary education. Upon completion of the Child Development AAS degree program with an Administrator's Certificate, the student would be qualified to manage a small day care home. It is highly recommended that a person interested in child care management be counseled to pursue additional training, experience, and education towards a baccalaureate or master's degree, before considering a position in program management at a larger center.

The Occupational Objectives were adapted from the National Association for the Education of Young Children (NAEYC) "Suggested Educational Roles in a Differentiated Staff Structure" (Willer, 1990).

DEFINITION OF TERMS

Advanced Specialty Courses: A distinct body of knowledge and skills that prepares an early childhood professional for work in a specialized area (e.g. program administration, family child provider), and expands upon the common core of preparatory knowledge previously attained.

Age Appropriate Practice: The planning and implementing of activities and teacher behaviors in the young child's learning environment that are based on the knowledge of universal and predictable sequences of growth and change in children ages 0-9, and that program activities and behaviors will be different in each age span served.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Competency-Based Education: An instructional program designed to prepare students for specific jobs or careers and includes specific terminal objectives. Competency-based programs are characterized by:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.
2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Core Curriculum: Those courses that impart a body of knowledge and skills needed to successfully implement the work of an associate teacher in the early childhood professions field (See Occupational Objectives).

Core Knowledge: That body of knowledge and skills needed to successfully implement the work of an early childhood professional. (NAEYC, 1992).

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is upon mastery of learning objectives.

Curriculum: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school offers the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

Developmentally Appropriate Practice: The planning and implementing of teaching strategies and activities in a young child's environment that are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Early Childhood: Birth through age eight.

Early Childhood Care and Education: This term is used throughout the document to reflect the philosophy that developmentally appropriate environments for young children go beyond "Day Care", "Child Care", or "Early Childhood Education." That is, care and education are linked. Therefore, early childhood professionals must provide a safe, healthy, and nurturing environment that also promotes cognitive, emotional, physical, and social development in infants, toddlers, and preschoolers.

Enabling Objective: A distinct and identifiable activity that is measurable and constitutes logical and necessary steps in the performance of work. It is composed of one or more process-type actions and aids students' progress towards achievement of a terminal objective.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Field Experience: Learning activities and skills application which occur away from the classroom and in a child care and/or educational setting, to include business and industries in the community.

Functional Area or Job: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Individually Appropriate: The planning and implementing of teaching strategies and activities which are based on the knowledge that children in a specific age group have differing needs based on individual children's growth patterns, strengths, interests, and experiences.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Learning Activity: The required and/or optional learning steps that a student takes to complete an enabling objective

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Pre-Adolescence: Middle childhood up to puberty.

Steering Committee: A group of representatives of industry and education who can provide useful information about an occupational area or function, matters related to the requirements of the occupation, or the local job market.

Tech Prep Programs: A comprehensive high school and community college competency based program which consists of a coherent sequence of academic and technical core courses that will be transferable statewide; driven by industry, cooperatively developed and restructured to eliminate duplication and to streamline education; designed with multiple entry, multiple exit points and bridging courses that provide access to all potential students to include non-Tech Prep high school students and/or adults; developed with advanced skills components at the community college level; delivered with meaningful work-based learning experiences including cooperative eduction, internships, and apprenticeships. (Texas Higher Education Coordinating Board, November 1991).

Terminal Performance Objective: An intended outcome of instruction that is stated in general terms and is further defined by a set of specific enabling objectives.

Vocational Home Economics: Instructional programs that prepare individuals for paid employment in recognized occupations involving knowledge and skills based on one or more subject area(s) of home economics.

Withitness: Teacher awareness of what is going on in all parts of a classroom at all times. (Kounin).

2+2 Tech Prep Early Childhood Professions
Recommended High School Degree Plan
Exiting to Community College or workforce

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English I	English 2	English 3	English 4 (or approved substitute)
Period 2	Algebra I (or Algebra 1a)	Algebra 2 (or Algebra 2a)	Geometry	Elective (or Algebra II)
Period 3	Physical Science	Biology	Chemistry (or science elective)	Science elective or other elective
Period 4	World Geography	World History	U.S. History	U.S. Government/ Economics
Period 5	Fine Arts Elective	Comprehensive Home Economics	Early Childhood Professions I	Early Childhood Professions II
Period 6	PE	PE/Health	Early Childhood Professions I	Early Childhood Professions II
Period 7	Foreign Language	Foreign Language	Foreign Language	Computer Science elective

2 + 2 Tech Prep Early Childhood Professions
Recommended Postsecondary College Degree Plan
A.A.S. Degree With Advanced Mastery
Exiting To The Work Force

Freshman Level

First Semester	Credit Hours
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec-lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
English	3
Elective	3
	Total 16

Second Semester	Credit Hours
* Guidance and Group Management	3 (2 lec/2 lab)
* Families and Community in a Multicultural World	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
Computer Literacy	3-4
Speech	3
	Total 16-17

* Credit given for Introduction to Early Childhood Education (5), Introduction to Center Operations of Programs For Children (3), and Curriculum Resources For Programs With Children (3)	
	Total 11

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Six Through Pre-adolescence	4 (3 lec/2 lab)
* The Special Needs Child	3 (2 lec/2 lab)
Fine Arts or Humanities	3
Social Science Elective	3
Math	3
	Total 16

Fourth Semester	Credit Hours
Science	4
Specialization	13-16
	Total 17-20

Total hours for degree	Total hours: 76-80

* Core Curriculum

Community College Early Childhood Professions Degree Plan
A.A.S. Degree – exiting to the work force

Freshman Level

First Semester	Credit Hours
* Introduction to Early Childhood Education	5 (3 lec/6 lab)
* Introduction to Center Operations of Programs	3 (2 lec/2 lab)
* Curriculum Resources For Programs With Children	3 (2 lec/2 lab)
Computer Literacy	3-4
English	3 (lec)
	Total 17

Second Semester	
* Nutrition, Health, and Safety	3 (2 lec/2 lab)
* Growth and Development: Prenatal Through Pre-Adolescence	3 (lec/lab)
* Learning Environments...For Children Newborn Through Age Two	4 (3 lec/2 lab)
* Guidance and Group Management	3 (2 lec/2 lab)
Speech	3
	Total 16

Sophomore Level

Third Semester	Credit Hours
* Learning Environments...For Children Ages Three Through Five	4 (3 lec/2 lab)
* Families and Community in a Multicultural World	3
Science	4
Math	3
Fine Arts or Humanities	3
	Total 17

Fourth Semester	Credit Hours
* The Child with Special Needs	3 (2 lec/2 lab)
* Learning Environments...For Children Ages Six Through Pre-Adolescence	4 (3 lec/2 lab)
** Special Projects (Child Development Intern)	4 (2 lec/8 lab)
Social Science Elective	3 (lec)
Elective	3
	Total 17

Total hours for degree	Total hours: 67-68

* Core Curriculum
** Recommended Courses

CORE COURSE DESCRIPTIONS

Introduction to Early Childhood Education: This is a five hour credit course which articulates with Early Childhood Professions I. The first in a series of core courses, this course provides an introduction to theories and practices in early childhood care and education, and opportunities to observe children in a variety of settings. At the completion of this course, the student will demonstrate mastery at a beginning level in the competencies of the functional areas of: professionalism; child growth, development and learning; guidance and group management; curriculum development, content and implementation; family and community relations; safety, health, and nutrition; and program management. (5 3 lec/6 lab)

Curriculum Resources: This is a three hour credit course, which, taken concurrently with Introduction to Center Operations, articulates with Early Childhood Professions II. The second in a series of core courses, this course provides hands-on experience in selecting, preparing, and presenting discovery learning activities. The focus is on inexpensive teacher made materials. Includes planning and implementing developmentally appropriate learning activities in art, literature, music, movement, dramatic play, science, math, and manipulatives. Developing a curriculum which adapts to the needs of children with special needs, and includes a multicultural approach, is embraced. (3 2 lec/2 lab)

Introduction to Center Operations: This is a three hour credit course, which, when taken concurrently with Curriculum Resources, articulates with Early Childhood Professions II. The third in a series of core courses, this course emphasizes roles and relationships of early childhood professionals in center based settings; licensing regulations; legislation and advocacy; career development and goal setting; family/care provider relationships; and management issues and policies. (3 2 lec/2 lab)

Safety, Health, and Nutrition: This is a three hour credit course which focuses on information, issues, procedures, and experiences related to the safety and health of a child in a care and education setting. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in course objectives. (3 2 lec/2 lab)

Growth and Development: Conception Through Pre-Adolescence: This is a three hour lecture course which includes the examination of emotional, social, physical, and intellectual development of the child to puberty. Considers genetic and prenatal influences on the child; includes study of individual differences in ages and stages of development. (3)

Learning Environments, Activities, and Materials for Children Ages Newborn Through Age Two: This is a four hour credit course which focuses on developmentally appropriate activities, guidance, and the environment for infant-toddler care. Provides for opportunities to maximize long-range development that occurs within the first three years of life, and includes writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2lab)

Learning Environments, Activities, and Materials for Children Ages Three Through Five: This is a four hour credit course which centers on developmentally appropriate practice during the play years. It includes developing and designing interest centers and environments for discovery learning; scheduling and planning age appropriate activities; and writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives. (4 3 lec/2 lab)

Learning Environments, Activities, and Materials for Children Ages Six Through Pre-Adolescence: This is a four hour credit course which focuses on the developmentally appropriate needs and characteristics of school-age children. It includes curriculum strategies for a population that experiences great changes in physical, mental, and social development; environmental planning; age appropriate materials and activities; guiding children in self management; and conflict resolution. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in the course objectives. (4 3 lec/2 lab)

Guidance Techniques and Group Management: This three hour credit course provides an examination of theoretical approaches to guidance; appropriate application; planning strategies; advanced observation techniques; site-based experiences; ethical problem solving; and teamwork skills in group management. Direct and indirect methods of guiding the individual child or group of children toward positive self esteem and self control are emphasized. (3 2 lec/2lab)

The Child and Family, Community, and Staff Relationships in a Multicultural World: This course explores the factors that influence a child's development--culture, family, neighborhood, child care staff, and community. Includes professional development experiences in self understanding and leadership. Emphasizes strategies for utilizing parents and the community resources; parent education guidelines; ethical problem solving; and activities for building staff relationships and developing cross-cultural awareness and sensitivity. (3 2 lec/2 lab)

The Child With Special Needs: This is a three hour course which provides an overview of disabling conditions in children; emphasizes mainstreaming strategies; and includes curriculum planning, observation, and hands-on experiences with children in center settings. Problem solving activities and teamwork skills are embedded in course objectives. (3 2 lec/2lab)

Sequence of Learning Outcomes by Functional Area of Knowledge

PROFESSIONALISM

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
1.1 Demonstrate an understanding of the characteristics of an early childhood education professional.	**1.1** Practice the characteristics of an early childhood education professional.	**1.1** Model the professional characteristics of an early childhood educator.
1.2 Demonstrate an understanding of employment opportunities and requirements in early childhood care and education.	**1.2** Demonstrate the skills needed to locate and obtain employment.	**1.2** Demonstrate the professional skills needed for entry into the early childhood care profession as an associate teacher.
1.3 Explain the types and models of child care/education programs.	**1.3** Demonstrate a knowledge of early childhood professional organizations.	**1.3** Recognize the need for participation in professional organizations for young children.
1.4 Demonstrate an understanding of the history of early childhood care and education.	**1.4** Identify current issues and legislation relating to early childhood care and education.	**1.4** Recognize current leaders and forces shaping early childhood care and education.

HUMAN GROWTH, DEVELOPMENT, AND LEARNING

Early Childhood Professions I:	**Early Childhood Professions II:**	**Postsecondary:**
2.1 Summarize the major stages of development in children through age 8.	**2.1** Describe major child development theories.	**2.1** Analyze the major child development theories.
2.2 Point out common influences in the growth and development of the whole child.	**2.2** Practice behaviors that promote healthy development in children.	**2.2** Demonstrate teacher behaviors that promote healthy development in children.
2.3 Identify age appropriate learning environments for children.	**2.3** Plan age appropriate learning environments for children.	**2.3** Implement age appropriate learning environments for children.
2.4 Identify major handicapping conditions in special needs children.	**2.4** Explain interventions to use when working with special needs children.	**2.4** Utilize interventions while working with special needs children.

GUIDANCE AND GROUP MANAGEMENT

Early Childhood Professions I:	**Early Childhood Professions II:**	**Postsecondary:**
3.1 Explain components of effective communication between caregiver and children.	**3.1** Practice components of effective communication with children.	**3.1** Demonstrate effective communication skills when working with children.
3.2 Demonstrate an understanding of guidance approaches to use when working with children.	**3.2a** Identify major guidance approaches in early childhood education.	**3.2a** Develop and implement a guidance plan for a specified age group.
	3.2b Practice guidance approaches when working with children.	**3.2b** Perform skillfully appropriate guidance techniques when working with children.
3.3 Explain teacher behaviors which facilitate learning activities.	**3.3** Practice teacher behaviors which facilitate learning activities.	**3.3** Demonstrate teacher behaviors which facilitate learning activities.
3.4 Identify characteristics of children who have problems resolving their difficulties and developing self control.	**3.4** Practice guidance approaches when working with children who have persistent social and/or emotional problems.	**3.4** Develop and implement an age-appropriate guidance plan for a child who has persistent social and/or emotional problems.

CURRICULUM DEVELOPMENT, CONTENT, AND IMPLEMENTATION

Early Childhood Professions I:	**Early Childhood Professions II:**	**Postsecondary:**
4.1 Explain the principles of a developmentally appropriate curriculum.	**4.1** Evaluate the use of a developmentally appropriate curriculum with young children.	**4.1** Implement a developmentally appropriate curriculum for a selected age group.
4.2 Identify the principles of planning for young children.	**4.2** Plan and teach a developmentally appropriate unit study for for young children.	**4.2** Plan and teach a developmentally appropriate curriculum for young children.
4.3 Explain the purpose of each of the major content areas in an early childhood setting.	**4.3** Plan implementation of major content areas in an early childhood setting.	**4.3** Design interest centers for a specific age group in all the major content areas.
4.4 Discuss ways to adapt the curriculum for special needs children.	**4.4** Plan ways to adapt the curriculum for special needs children.	**4.4** Plan and implement an individualized program for a special needs child.

FAMILY AND COMMUNITY RELATIONS

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
5.1 Demonstrate an understanding of the diversity in family units and roles.	**5.1** Evaluate an early childhood education program for multi-cultural and non-sexist themes.	**5.1** Plan and implement program activities which incorporate multi-cultural, non-sexist themes and materials.
5.2 Explain the relationship between parents and child care providers.	**5.2** Plan communication strategies to strengthen parent/child care provider relationships.	**5.2** Implement communication strategies which strengthen parent/child care provider relationships.
5.3 Identify community resources available to children and their families.	**5.3** Demonstrate an understanding of the role of the Department of Human Services in child care settings.	**5.3** Inform parents of services available to families.
5.4 Explain the concept of child advocacy.	**5.4** Plan advocacy activities to strengthen developmentally appropriate child care programs in the community.	**5.4** Implement advocacy activities which strengthen developmentally appropriate child care programs in the community.

SAFETY, HEALTH, AND NUTRITION

Early Childhood Professions I:	**Early Childhood Professions II:**	**Postsecondary:**
6.1 Demonstrate an understanding of safety rules and procedures in a child care setting.	**6.1** Apply safety rules and procedures in a child care setting.	**6.1** Perform by means of monitoring, teaching, supervising, and applying safety principles in a child care setting.
6.2 Identify health and nutrition principles and practices in a child care setting.	**6.2** Utilize health and nutrition practices in a child care setting.	**6.2** Perform by means of monitoring, teaching, supervising, and applying health/nutrition principles and regulations in a child care setting.

PROGRAM MANAGEMENT

Early Childhood Professions I:	Early Childhood Professions II:	Postsecondary:
7.1 Identify career ladder titles and duties of early childhood professionals.	**7.1** Identify the administrative duties of an entry level early childhood professional.	**7.1** Identify the administrative duties of an early childhood education director.
7.2 Describe child care center management procedures and policies.	**7.2** Assist with management procedures and policies.	**7.2** Apply management procedures and policies in a child care setting.
	7.3 Demonstrate an understanding of the Texas Department of Human Services Minimum Standards For Day Care Centers.	**7.3** Comply with the Texas Department of Human Services Minimum Standards For Day Care Centers.

Safety, Health, and Nutrition

Course Description: This is a three hour credit course which focuses on information, issues, procedures, and experiences related to the safety and health of a child in a care and education setting. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in course objectives.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of state regulations for safety in operating a child care center.

1.2 Implement safety procedures in a child care setting.

1.3 Teach safety principles to young children in a child care setting.

1.4 Practice procedures for preventing child abuse and neglect at the child care facility.

1.5 Implement procedures for determining and reporting child abuse and neglect.

2.1 Demonstrate an understanding of hygiene principles.

2.2 Teach environmental hygiene principles to young children, ages three and older.

2.3 Implement environmental hygiene principles in a child care setting.

2.4 Teach personal hygiene principles to young children, ages two and older, in a child care setting.

2.5 Supervise children, ages two and older, in personal hygiene activities.

3.1 Conduct health appraisals of young children in a child care setting.

3.2 Practice communicable disease control duties at a child care facility.

3.3 Practice health promotion activities with a group of young children, ages two and older.

Safety, Health, and Nutrition

4.1 Demonstrate an understanding of nutrition principles in a child care setting.

4.2 Conduct a nutrition assessment in a child care setting.

4.3 Facilitate meal serving in a child care setting.

4.4 Perform food service cleaning tasks in a child care setting.

4.5 Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

4.6 Supervise meal activities in a child care setting, for children ages two and older.

5.1 Demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children.

5.2 Demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children.

COURSE: Safety, Health, and Nutrition

Unit 1: Safety Management

Competency 1.1:

Demonstrate an understanding of state regulations for safety in operating a child care center.

Terminal Performance Objective:

Given text information, oral directions, and practice experiences, the student will demonstrate an understanding of state regulations for safety in operating a child care center, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of state and federal licensing requirements.
2. Summarize safety regulations in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook to include safety, sanitation, building facilities, staff qualifications, and group size and composition. (Re: ECPI: 6.1)
3. List necessary steps for securing a license to operate a child care program in Texas.

Competency 1.1:

Demonstrate an understanding of state regulations for safety in operating a child care center.

Application:

The Student will:

1. Complete the necessary steps to obtain a proposed child care facility license in the state of Texas.
2. Using a prepared checklist for compliance of state regulations, evaluate a local child care center's safety rules and standards.
3. Using a prepared checklist for compliance of state regulations, evaluate a local child care center's written emergency plan for illness or injury.
4. Hold a current CPR certificate.
5. Hold a current Red Cross First Aid certificate.
6. Maintain a current TB test record.

Competency 1.1:

Demonstrate an understanding of state regulations for safety in operating a child care center.

Suggested Activities:	References:
1. Interview a Department of Human Services worker to find out procedures for obtaining a child care facility license.	Texas Department of Human Services. Minimum Standards For Day Care Centers.
2. Recognize the day care licensing representative's role as a trained consultant by reading and discussing training requirements.	Beard, David, "Licensing Dateline." Texas Child Care Quarterly (Winter 1989) pp. 10, 17.
3. Discuss needed recommendations for improving upon state day care standards in the areas of: • child/staff ratios • cleanliness • amount of space available per child • environmental hygiene • safety regulations	Hoyt, Michael, "When Parents Accept The Unacceptable." Annual Editions: Early Childhood Education, 92/93, pp. 24-28. Galinsky, Ellen, "The Costs of Not Providing Early Childhood Programs." Annual Editions: Early Childhood Education, 92/93, pp. 229-235.
4. Use appropriate size mannequins to keep current in practice of: • infant CPR • infant obstructed airway • adult CPR • adult obstructed airway	American Heart Association CPR Handbook.
5. Simulate emergency procedures for use when a child is seriously ill or injured.	Marotz, Lynn. Health, Safety, and Nutrition For The Young Child. pp. 206-207.

Competency 1.1:

Demonstrate an understanding of state regulations for safety in operating a child care center.

Suggested Activities:

6. Using a prepared checklist, evaluate the campus child care center for emergency evacuation readiness. Checklist should include:
    - smoke detectors in each sleeping area.
    - hallways and doorways are not blocked.

References:

COURSE: Safety, Health, and Nutrition

Unit 1: Safety Management

Competency 1.2:

Implement safety procedures in a child care setting.

Terminal Performance Objective:

Given text information, oral directions, problem solving experiences, and practice, the student will implement safety procedures in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the teacher's legal responsibilities to each child cared for.
2. Explain the relationship between close supervision and accident prevention.
3. Describe the supervisor's responsibilities in accident prevention:
    - 3a. withitness
    - 3b. close supervision
    - 3c. spotter on climbing equipment
    - 3d. equipment inspection
    - 3e. covering electrical outlets
    - 3f. easy access to water, toilets, towels
4. Explain the intent of indoor environmental standards:
    - 4a. usable square footage per child
    - 4b. room temperature
    - 4c. ventilation
    - 4d. number of exits per room
    - 4e. fire retardant carpets and draperies
    - 4f. child sized fixtures and furniture

Competency 1.2:

Implement safety procedures in a child care setting.

Cognitive:

- 4g. stairway safety features
- 4h. water temperature
- 4i. locked cabinets for medicines, poisonous substances
- 4j. fire extinguishers
- 4k. first aid kit and guide to first aid
- 4l. food preparation areas
- 4m. fire/weather drills

5. Explain the intent of outdoor environmental standards:
    - 5a. play area location
    - 5b. bathroom, drinking fountain accessibility
    - 5c. variety of play surfaces
    - 5d. age appropriate play equipment
    - 5e. soft ground covers under climbing equipment
    - 5f. equipment placement
    - 5g. shrubbery, plant, tree guidelines
    - 5h. locked cabinet for insecticides, paints, gasoline
    - 5i. grounds maintenance
    - 5j. wading/swimming pool supervision
    - 5k. first aid kit and guide to first aid
6. Summarize procedures to follow during emergencies:
    - 6a. medical emergencies
    - 6b. accidents
    - 6c. environmental alerts
7. List safety principles for using toys, equipment, and learning materials.
8. Describe appropriate techniques to use when teaching children safety procedures/precautions.

Competency 1.2:

Implement safety procedures in a child care setting.

Application:

The Student will:

Create a Safe Indoor Environment:

1. Prepare room-by-room/area-by-area safety checklists for infants/toddlers, and/or preschool age children in a child care setting.
2. Inspect indoor play areas and record hazardous conditions.
3. Correct hazardous conditions.
4. Inspect the center's indoor first aid kit.
5. Recommend needed changes to make the kit complete.
6. Demonstrate the use of a fire extinguisher.

Create a Safe Outdoor Environment:

1. Prepare an area-by-area safety checklist for infants/toddlers and/or preschool age children for a center's play yard.
2. Inspect outdoor play areas and record hazardous conditions.
3. Correct hazardous conditions.
4. Inspect the center's outdoor first aid kit.
5. Recommend needed changes to make the kit complete.

Children's Activities

1. Supervise children's indoor and outdoor activities for accident prevention.
   - 1a. Develop safety rules with children's input.
   - 1b. Maintain minimum or higher staff/child ratios as required by the state.
   - 1c. Closely watch children under care.
   - 1d. Redirect or guide children when engaging in unsafe behavior.
2. Evaluate planned activities for safety.
3. Make a written report or oral statement regarding recommendations for safety precautions/procedures.

Equipment

1. Check equipment and toys daily for safety.
2. Remove or correct unsafe equipment and toys.

Competency 1.2:

Implement safety procedures in a child care setting.

Application:

3. Check equipment and toys daily for age appropriateness.
4. Remove age inappropriate toys.

Accidents/Serious Illness

1. Follow a prepared emergency plan.
2. Administer aid based upon responsibilities assigned by site supervisor.

Environmental Alert

1. Follow procedures as outlined in a prepared fire/weather alert emergency plan.
2. Follow safety precautions as outlined in a prepared fire/weather alert emergency plan.
3. Explain to children the reason for practicing disaster alert drills.
4. Supervise two practice drills.
5. Evaluate the practice drills.
6. Make a written report or oral statement regarding ways to improve the next implemented drill.

Competency 1.2:

Implement safety procedures in a child care setting.

Suggested Activities:

1. Observe a teacher with her preschool class. Evaluate the teacher's effectiveness in preventing accidents:

- withitness
- close supervision
- spotter on equipment
- equipment, toy inspection

2. Use role play to simulate children's involvement in the developing of classroom safety rules.

3. Interview a county extension agent to identify safe and poisonous plants at a local center. Rid the center of any identified poisonous plants.

4. From an instructor-prepared display of cleaning fluids, sprays, poisons, and insecticides, identify whether each is safe or unsafe, and how it should be stored.

5. In groups, prepare fire evacuation rules for a campus child development center that can be used with children. Collect rules and exchange among groups. Role play the written rules simulating one teacher and a class of children. Evaluate effectiveness of each set of plans.

6. Tour an on-campus child care facility and evaluate its safety standards for the maintenance and caging of pets and animals that are handled by children.

References:

Hendrick, Joanne. "Teaching the Principles of Democracy in the Early Years." Young Children, (March 1992), pp. 51-53.

"Plants and Children: Growing Up Safe Together." Texas Child Care Quarterly, (Winter, 1989), pp. 11-14. 1989.

Competency 1.2:

Implement safety procedures in a child care setting.

Suggested Activities:

7. Inspect a child care center play yard for safety:
    - grass, sand or smooth pebbles as a ground cover for equipment
    - no missing parts on equipment
    - no protruding nuts and bolts

8. Inspect a local child care facility for its posting and accessibility of emergency numbers next to each phone.

9. Using a classroom safety checklist, evaluate a teacher's safety practices in preschool classroom areas:
    - art
    - block-building
    - book
    - computer
    - cooking
    - dramatic play
    - large motor
    - music
    - manipulatives
    - math/science
    - woodworking
    - stairs/exits
    - outdoor playground

References:

Bentz, Janice. Skills For Preschool Teachers, pp. 15-23.

COURSE: Safety, Health, and Nutrition

Unit 1: Safety Management

Competency 1.3:

Teach safety principles to young children in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will teach safety principles to young children in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Summarize appropriate instructional strategies for teaching safety principles.
2. Describe methods of involving children in safety learning experiences.
3. Discuss appropriate and inappropriate resource materials.

Application:

The Student will:

1. Demonstrate safety rules to young children in a child care setting.
2. Demonstrate fire evacuation rules to young children in a child care setting.
3. Demonstrate weather alert rules and evacuation procedures to young children in a child care setting.
4. Write five or more learning topics to meet needs and interests of a specific group of children.

Competency 1.3:

Teach safety principles to young children in a child care setting.

Application:

4. Outline a safety education program for a specific group of children using a topic list.
5. Write five lesson plans for one unit from a safety education program.
6. Teach a unit containing five lessons to a small group of children.

Competency 1.3:

Teach safety principles to young children in a child care setting.

Suggested Activities:

1. Using actual alert necessities, role play procedures and instructions to use with children during a weather alert:
    - plan for where to take cover
    - flashlight storage and use
    - working portable radio availability
    - bottled water

2. Use role play to practice the instruction of fire alarm procedures to children:
    - plan for escape route
    - smoke detector alarm
    - rules about re-entering building

References:

COURSE: Safety, Health, and Nutrition

Unit 1: Safety Management

Competency 1.4:

Practice procedures for preventing child abuse and neglect at the child care facility.

Terminal Performance Objective:

Given text, problem solving activities, field experiences, and a group of children, the student will practice procedures for preventing child abuse and neglect at the child care facility, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Summarize the definition of abuse.
2. Describe the three kinds of abuse: emotional/verbal, sexual, physical.
3. Summarize the definition of neglect.
4. Describe the two kinds of neglect: physical and emotional/psychological.
5. Distinguish between abuse and neglect.
6. Explain the components of an effective child abuse prevention education program for young children.
7. Explain the components of an effective child abuse prevention education program for parents.
8. Explain the relationship between the health of a provider and the kind of care children receive.
9. Explain the value of team work in child care facilities.
10. Describe provider behaviors and guidelines which can thwart abuse by others.

Competency 1.4:

Practice procedures for preventing child abuse and neglect at the child care facility.

Cognitive:

11. Explain staffing patterns which hinder opportunities for abuse.
12. Explain provider responsibilities in reporting suspected child abuse and/or neglect.

Application:

The Student will:

1. From a prepared lesson, role play the teaching of abuse prevention to young children to include "OK and not OK touching", intimidation resistance, stranger dangers, and the importance of reporting.
2. From a prepared plan, role play the explanation of abuse prevention policies to parents to include parent access and involvement in the program at any time.
3. On a daily basis, maintain self control.
4. On a daily basis, recognize own limits, and ask to be relieved when stressed.
5. On a daily basis, recognize when another provider is stressed and offer support to relieve him/her.

Competency 1.4:

Practice procedures for preventing child abuse and neglect at the child care facility.

Suggested Activities:

1. Read and discuss information on the worldwide problem of abused/neglected children.

2. Preview teaching aids on child abuse prevention for use in a preschool classroom. Write strategies for using selected videos and books in the classroom.

References:

Cowley, Geoffrey. "Children In Peril." *Annual Editions: Early Childhood Childhood Education*, 92/93, pp. 12-14.

Kidsrights. "Little Bear Program." video.

"Speak Up, Say No." Distributed by Kidsrights, video.

Gerard, Linda. *My Body Is Private*.

Freeman, Lory. *It's My Body*.

COURSE: Safety, Health, and Nutrition

Unit 1: Safety Management

Competency 1.5:

Implement procedures for determining and reporting child abuse and neglect.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will implement procedures for determining and reporting child abuse and neglect, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the characteristics of abuse.
2. Identify the characteristics of neglect.
3. Explain the moral and legal responsibilities of the child care provider when dealing with suspected child abuse or neglect.
    - 3a. Identify Texas DHS guidelines for reporting suspected abuse or neglect.
    - 3b. Identify and list community referral agencies, support agencies, and hot lines available to teacher, child, and family.
    - 3c. Describe the actions the teacher should take when child abuse or neglect is suspected.
    - 3d. Identify items to include in a written child abuse/neglect report.

Competency 1.5:

Implement procedures for determining and reporting child abuse and neglect.

Application:

The Student will:

1. Following DHS guidelines, write a center plan for handling suspected incidences of abuse and neglect.
2. For a period of time, observe each child in a group of children as she/he arrives to class.
3. Write a written report of any suspected abuse or neglect.
4. Through role-play, practice reporting suspected child abuse or neglect.
5. Follow established guidelines when reporting suspected child abuse or neglect.

Competency 1.5:

Implement procedures for determining and reporting child abuse and neglect.

Suggested Activities:

1. Invite a Texas Department of Human Services representative to talk with students about abuse and neglect.

2. Read the Department of Human Services pamphlet on reporting suspected child abuse and discuss when it is appropriate to call the hotline number.

References:

COURSE: Safety, Health, and Nutrition

Unit 2: Hygiene Management

Competency 2.1:

Demonstrate an understanding of hygiene principles.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of hygiene principles, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define bacteria.
2. List the factors which are needed to spread bacteria.
3. List control measures that child care centers can use to reduce the spread of bacteria, to include an emphasis on handwashing with soap and water:

Staff:

3a. upon arrival or return to the care center
3b. before feeding a child, handling food or food utensils
3c. before and after changing a diaper
3d. before and after assisting a child with toileting
3e. before and after caring for a child with symptoms of a communicable disease

Competency 2.1:

Demonstrate an understanding of hygiene principles.

Cognitive:

Children:

3f. after toileting
3g. before eating
3h. after cleaning up spills that contain body fluids

4. Define communicable illness.
5. List the factors which are essential for an infection to be communicable.
6. List control measures that child care centers can use to reduce the spread of illness.

Application:

The Student will:

1. Assist in writing a child care center sanitation evaluation checklist.
2. Assist in writing a child care center communicable illness prevention checklist.
3. Report recommendations to site supervisor after assessing a center for communicable illness prevention and sanitation.
4. Model personal hygiene to promote a healthy environment:
    4a. Bathe or shower on a daily basis.
    4b. Use deodorant daily.
    4c. Keep hair clean.
    4d. Refrain from smoking in the kitchen or any rooms used by children.
    4e. Wash hands whenever necessary:
        (1) upon arrival or return to the child care center
        (2) before feeding a child, handling food or food utensils
        (3) before and after changing a diaper
        (4) before and after changing assisting a child with toileting
        (5) before and after caring for a child with symptoms of a communicable disease
        (6) before and after cleaning or touching an area containing body fluids

Competency 2.1:

Demonstrate an understanding of hygiene principles.

Suggested Activities:

1. Practice correct handwashing procedures:
    - Rinse hands under warm, running water.
    - Lather hands with soap.
    - Rub hands together vigorously.
    - Rinse off all dirt and soap under running water.
    - Dry hands well with paper towel.
    - Turn off faucets with a paper towel.

2. Use a life size toddler doll or mannequin to role play handwashing throughout the day:
    - upon arrival to the center.
    - before handling food or food utensils.
    - before feeding children.
    - before and after changing diapers.
    - after feeding a child or giving medication.
    - after handling items contaminated with mucus, feces, or vomitus.

References:

Marotz, Lynn. Health, Safety, and Nutrition For The Young Child, pp. 112-113.

COURSE: Safety, Health, and Nutrition

Unit 2: Hygiene Management

Competency 2.2:

Teach environmental hygiene principles to young children, ages three and older.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will teach environmental hygiene principles to young children, ages three and older, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Discuss the primary goals of environmental hygiene activities for young children.
2. Explain how environmental hygiene education contributes to children's development.
3. Describe appropriate methods of instructing children about bacteria.
4. Describe appropriate methods of instructing children:
    - 4a. about communicable diseases.
    - 4b. how and when to wash their hands with soap and water.
    - 4c. how to clean up their own spills and trash.
    - 4d. how to cover their coughs and sneezes.
    - 4e. how to care for their own belongings.
5. Describe procedures for instructing children how and when to wash their hands with soap and water.
6. Describe methods for instructing children how to clean up their own spills and trash.
7. Describe methods for instructing children how to care for their own belongings.

Competency 2.2:

Teach environmental hygiene principles to young children, ages three and older.

Application:

The Student will:

1. Demonstrate procedures for washing hands with soap and water:
   a. Remind children to wash their hands when needed.
   b. Praise children when they wash their hands.
2. Demonstrate how to clean up personal spills and messes, and trash.
   2a. Encourage children to properly clean up personal spills and messes, and dispose of trash.
   2b. Praise children when they clean up personal spills and messes, and dispose of trash.
3. Familiarize and remind children about their personal cubbies or lockers.
   3a. Encourage children to use their cubbies or lockers for storing personal items.
   3b. Praise children when they use their cubbies or lockers to store personal items.

Competency 2.2:

Teach environmental hygiene principles to young children, ages three and older.

Suggested Activities:	References:
1. Present a fingerplay to teach children about handwashing.	Marotz, Lynn, et.al., Health, Safety, and Nutrition For The Young Child, pp. 273-274.
2. Conduct a science experience and discussion with a group of children by having them wash their hands and then discover dirt left on their hands by rubbing the back of each hand with cotton moistened with rubbing alcohol.	Mayesky, Mary. Creative Activities For Young Children, p. 413.
3. Use a spray bottle to demonstrate how germs are spread through the air. Ask children to list ways they can keep sneezes and coughs to themselves.	Mayesky, Mary. Creative Activities For Young Children, p. 415.
4. Host a local community health doctor and/or nurse to speak to children about personal hygiene.	

COURSE: Safety, Health, and Nutrition

Unit 2: Hygiene Management

Competency 2.3:

Implement environmental hygiene principles in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will implement environmental hygiene principles in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the role of bacteria in a child care environment.
2. Explain the role of communicable disease in a child care environment.
3. Summarize the minimum sanitation standards required in the Texas Department of Human Services Minimum Standards For Day Care Centers.
4. Identify items in the care facility which must be personalized for each individual child.
5. Identify types of appropriate disinfectant for child care centers.
6. Describe the procedures for making a bleach solution.
7. Explain how and when to use a bleach solution in a child care facility.
8. Describe how to manage soiled or wet clothing.
9. Describe how to clean the child care environment:
    - 9a. in the event of lice.
    - 9b. in cleaning infant equipment.
    - 9c. in cleaning toys.
    - 9d. in disposing of soiled disposable diapers.
    - 9e. in disposing of soiled cloth diapers.

Competency 2.3:

Implement environmental hygiene principles in a child care setting.

Cognitive:

9f. in cleaning the diaper changing area.

Application:

The Student will:

Sanitation Duties

1. Supervise sanitation procedures as required in the Texas Department of Human Services Minimum Standards For Day Care Centers.
2. Employ sanitation procedures as outlined in Essentials: The CDA Professional Preparation Program Guidebook:
    - 2a. Empty trash daily.
    - 2b. Clean bathrooms with a bleach solution daily.
    - 2c. Clean body fluid spills (blood, urine, vomit, feces) with a bleach solution when needed.
    - 2d. Establish and/or monitor individual cubbies for personalized use of children's belongings.
    - 2e. Establish and/or monitor assigned cots or beds for each child's personal use.
    - 2f. Wash or replace dress up clothing and accessories once during the week.
    - 2g. Wash cots, cribs, and mats whenever soiled.
    - 2h. Wash diapering table after each use.
    - 2i. Monitor indoor heat and humidity levels for comfort and health throughout each day.
    - 2j. Clean infant equipment with a bleach solution twice during the week.
    - 2k. Wash toys that infants put in their mouths with a bleach solution as needed daily.

Competency 2.3:

Implement environmental hygiene principles in a child care setting.

Suggested Activities:	References:
1. To broaden understanding about the importance of controlling bacteria, conduct experiments showing how bacteria is spread in: • food. • disease.	
2. Discuss strategies for caring for children with the HIV virus.	Coleman, Mick. "Caring For Preschoolers With The HIV Virus." Dimensions (Fall 1991), pp. 14-16, 38.
3. Develop a procedural checklist for disinfecting and cleaning toys and equipment at a local child care center.	

COURSE: Safety, Health, and Nutrition

Unit 2: Hygiene Management

Competency 2.4:

Teach personal hygiene principles to young children, ages two and older, in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will teach personal hygiene principles to young children, ages two and older, in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Discuss the primary goals of personal hygiene education.
2. Explain how personal hygiene education contributes to child development.
3. Explain the importance of dental care.
4. Describe the components of dental care for young children.
5. Explain the role of the dentist in dental care education.
6. Explain the importance of personal care skills to include weather-appropriate clothing, grooming (brushes, combs), and handwashing, bathing, and getting fresh air.
7. Explain the role of the doctor in personal health care education.
8. Explain the importance of toileting skills.
9. Explain the reasons for sanitation in toileting and toothbrushing activities.

Competency 2.4:

Teach personal hygiene principles to young children, ages two and older, in a child care setting.

Application:

The Student will:

1. Implement a dental health facts activity for young children.
2. Implement a toileting facts activity for young children.
3. Implement a personal care skills activity for young children.
4. Implement a sanitation facts activity for young children.

Competency 2.4:

Teach personal hygiene principles to young children, ages two and older, in a child care setting.

Suggested Activities:

1. Design a doctor's or dentist's office for dramatic play in a child care setting.
2. Take children on a visit to a dentist's or/and doctor's office to learn about body and tooth care.
3. Develop a bibliography of books and videos to use with children in teaching personal hygiene principles.

References:

Snow, Charles, et.al., "Teaching Preschoolers about Health Care." Dimensions, (Fall 1991), pp. 9-12.

COURSE: Safety, Health, and Nutrition

Unit 2: Hygiene Management

Competency 2.5:

Supervise children, ages two and older, in personal hygiene activities.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will supervise children, ages two and older, in personal hygiene activities, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Summarize the primary goals of personal hygiene education for young children.
2. Discuss the components of dental hygiene.
3. Identify the characteristics of healthy teeth.
4. Identify encouraging attitudes to use with children in brushing teeth.
5. Identify sanitary procedures needed in toileting and toothbrushing activities.
6. Identify sanitary procedures needed for personal health care.

Competency 2.5:

Supervise children, ages two and older, in personal hygiene activities.

Application:

The student will:

Dental Hygiene

1. Inspect bathroom for cleanliness and safety.
2. Assemble supplies needed for toothbrushing.
3. Demonstrate proper method of brushing teeth to include the tongue.
4. Assist children with toothbrushes, tooth paste, and cups of water.
5. Assist children in clean up after brushing.
6. Assist children in storing personal supplies.

Toileting Activities

1. Inspect bathroom for cleanliness and safety.
2. Insure that adequate supplies are available to include toilet paper, soap, and paper towels.
3. Take children to the bathroom individually or in groups.
4. Familiarize children with the facilities before they use them.
5. Show or review toileting procedures when needed to include wiping properly, lifting and lowering seat, aiming well.
6. Display confidence in child's ability to carry out established procedures.
7. Praise children when they are successful.
8. Assist children when toileting accidents occur.
9. Demonstrate handwashing.
10. Monitor children in practicing handwashing.
11. Assist children in wiping up spills.
12. Use positive words and connotations in relation to toileting activities.

Personal Care

1. Organize classroom for each child's personalized storage of belongings to include hairbrush, comb, and hats.
2. Monitor children in using their own hairbrushes, combs, and hats.
3. Demonstrate the use and disposal of kleenex use when sneezing, blowing, or wiping the nose or catching a cough.
4. Guide children in their independent use of kleenex.

Competency 2.5:

Supervise children, ages two and older, in personal hygiene activities.

Suggested Activities:

1. Use a dental mouthpiece to practice the demonstration of correct toothbrushing.

2. Use role play to practice the positive effects of teaching teamwork to children in the cleaning up of toys and mealtime dinnerware and food.

References:

COURSE: Safety, Health, and Nutrition

Unit 3: Health Management

Competency 3.1:

Conduct health appraisals of young children in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will conduct health appraisals of young children in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the relationship between physical health and learning.
2. Review the minimum standards for physical health requirements in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.
3. Explain the recommended schedule for active immunization of normal infants and children, according to the American Academy of Pediatrics.
4. Explain the role of the early childhood teacher in making health observations.
5. Explain the role of the early childhood teacher in making health interpretations.
6. List sources for gathering information about a child's health.
7. List and describe health assessment tools.
8. Explain the purpose of parent contacts.
9. Review screening procedures to use in assessing a child's physical health.
10. Explain how to conduct a vision test.
11. Explain how to conduct a hearing test.
12. Explain the number and frequency of health assessments needed.

Competency 3.1:

Conduct health appraisals of young children in a child care setting.

Application:

The Student will:

1. Check a group of five children's immunizations.
2. Report needed immunizations to center director or site supervisor.
3. Conduct a health inspection of a group of five young children to include general appearance, scalp, face, eyes, ears, nose, mouth, throat, neck, chest, skin, speech, extremities, and behavior.
4. Record observations made during the health inspection.
5. Share recorded information with center director.
6. Conduct a vision test for a group of five children.
7. Conduct a hearing test for a group of five children.
8. Contact parents through a written record following the health/hearing/vision inspection of each child.

Competency 3.1:

Conduct health appraisals of young children in a child care setting.

Suggested Activities:

1. From an instructor prepared photo display of children with common communicable diseases, identify the diseases.

2. Use role play to practice health inspections and vision and hearing tests of children. With one student as the teacher and others as the children, use prepared checklists to conduct health appraisals, vision and hearing tests.

References:

COURSE: Safety, Health, and Nutrition

Unit 3: Health Management

Competency 3.2:

Practice communicable disease control duties at a child care facility.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will perform communicable disease control duties at a child care facility, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the factors necessary for communicable illness to spread.
2. Identify the control measures that child care centers can use to reduce the spread of communicable illness.
3. Explain how to use a thermometer.
4. Explain a local center's policy on illness.
5. Summarize the minimum standards for medications in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.

Competency 3.2:

Practice communicable disease control duties at a child care facility.

Application:

The student will:

1. Greet and observe each child, in a group of five, as he/she enters the child care center.
2. Check each child for signs of illness: unusually pale or flushed skin, enlarged lymph glands, rash, spots or open lesions, watery or red eyes, fatigue, abnormal behavior, sweaty appearance.
3. Report possible illness to site supervisor or center director.
4. Monitor children for signs of possible illness throughout the day to include nausea, vomiting or diarrhea, headache or dizziness, chills, fever or achiness, fatigue or loss of appetite.
5. Isolate a child who may have an illness.
6. Take the temperature of a child who appears ill.
7. Contact the parent of a child who shows signs of illness.
8. Follow center policy regarding procedures for sending a sick child home.
9. Follow center policy regarding procedures for admitting a previously ill child.
10. Role play the administering of medication to a child according to the Texas Department of Human Services Minimum Standards For Day Care Centers handbook and the local center policy.

Competency 3.2:

Practice communicable disease control duties at a child care facility.

Suggested Activities:

1. Using an instructor prepared form, work in pairs to practice the taking of medication information from a parent for a child.

2. Host a panel of child care providers to discuss their policies on sick children. Following the discussion, work in groups to write a policy on management of illness at a center.

References:

COURSE: Safety, Health, and Nutrition

Unit 3: Health Management

Competency 3.3:

Practice health promotion activities with a group of young children, ages two and older.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will perform health promotion activities with a group of young children, ages two and older, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe caregiver behaviors which positively impact children's mental health.
2. Discuss the primary purpose of health promotion activities for young children.
3. List health concepts young children need to learn.
4. Explain the relationship between mental health and physical health.
5. List policies which would promote positive health habits at a child care center.

Application:

The Student will:

1. Conduct activities in a relaxed, positive manner.
2. Demonstrate an activity which instructs children how to take good care of their bodies.
3. Demonstrate an activity which promotes exercise.

Competency 3.3:

Practice health promotion activities with a group of young children, ages two and older.

Application:

4. Demonstrate an activity which shows children the need for wearing different clothing for exercise.
5. Lead a cooking activity which teaches children about proper nourishment in relation to good health.
6. Facilitate a relaxation activity which teaches the need for rest.
7. Demonstrate two activities which instruct children on ways to keep our bodies clean: washing hair, washing hands, and bathing.
8. Demonstrate an activity which shows children how to use health tools: hairbrushes, combs, towels, washcloths.
9. Guide children toward independence when engaged in health-related activities:
    - combing hair
    - washing hands
    - using washcloth
    - using towel
10. Evaluate a local center policy for the promotion of positive health habits.

Competency 3.3:

Practice health promotion activities with a group of young children, ages two and older.

Suggested Activities:

1. Plan for teaching mental health activities to children by developing a bibliography of children's books on feelings.

2. Collect recipes from children to use in the teaching of nutrition. Write a lesson plan which includes the children in the preparing of one or more of the collected recipes.

3. Role play the buckling up of children in car or van seat belts for a field trip.

4. Design a "city center" dramatic play center which facilitates children's understanding of traffic signs and precautions.

5. Design a family life dramatic play center which facilitates children's practice of self care and care of others:
    - combing hair
    - washing hands
    - rest
    - using personal towel

References:

Marotz, Lynn R., et.al., Health, Safety, and Nutrition For The Young Child, p. 279.

Cosgrove, Maryellen Smith. "Cooking In The Classroom: The Doorway To Nutrition." Young Children (March, 1991), pp. 43-45.

COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.1:

Demonstrate an understanding of nutrition principles in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of nutrition principles in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define nutrition.
2. Identify the nutrition requirements in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.
3. Explain how nutrition affects children.
4. Identify the main three nutrients which supply energy.
5. List factors which determine individual energy requirements.
6. Explain how growth occurs.
7. Name the classes of nutrients that promote growth of body tissue and list food sources for each.
8. Identify food sources for complete and incomplete protein.
9. Name general types of body functions regulated by nutrients.
10. Identify the criteria for adequate menus for young children.
11. Identify the criteria for the proper, nutritious feeding of infants, ages newborn to twelve months.
12. Identify the criteria for the proper, nutritious feeding of toddlers, ages 13 months through two years.

Competency 4.1:

Demonstrate an understanding of nutrition principles in a child care setting.

Cognitive:

13. Identify the criteria for nutritious meals for children, ages three through five years.
14. Identify the criteria for nutritious meals for children, ages six through eight years.

Application:

The Student will:

1. Evaluate a child care center's one-month menu plan for daily inclusion of proper nutrients, a balance of foods, and appropriate serving sizes.
2. Evaluate a child care center's infant feeding policy.
3. Evaluate a child care center's toddler feeding policy.

Competency 4.1:

Demonstrate an understanding of nutrition principles in a child care setting.

Suggested Activities:	References:
1. Prepare a jeopardy game for each nutrient. After writing questions for each category, divide into groups and play the game. 2. Interview a campus child development center food service worker to determine strategies for planning well balanced, nutritious menus.	

COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.2:

Conduct a nutrition assessment in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will conduct a nutrition assessment in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the components of conducting a nutrition assessment of children in a child care setting.
2. Outline dietary guidelines for Americans as explained by the U.S. Department of Health and Human Services.
3. Identify individual children's food allergies from a specific group of children to be served.
4. Explain the purpose of introducing new foods to children.
5. Explain why new foods need to be introduced one at a time.
6. Explain how to introduce a new food to children.
7. Plan a five day menu for a group of children to include:
    - the introduction of one new food.
    - a fruit, a vegetable, a protein, milk and bread in each meal.
    - a wide variety of cultural preferences.
    - age appropriate choices (e.g. foods that don't cause choking).

Competency 4.2:

Conduct a nutrition assessment in a child care setting.

Application:

The Student will:

1. Conduct a nutritional assessment of children in a child care setting.
2. Conference with parents about observed allergy or nutritional deficit symptoms.
3. Calculate calorie requirements for a group of children based on their weight, noting individual differences.
4. Display the list of children's allergies in a prominent place for food service workers and teachers to see.
5. Post the five day planned menu for parents to see.

Competency 4.2:

Conduct a nutrition assessment in a child care setting.

Suggested Activities:	References:
1. Practice planning correct portions and balanced meals by preparing a lunch from a prepared menu to classmates who will role play preschool children.	United States Department of Agriculture, Food and Nutrition Service. "A Planning Guide For Food Service in Child Care Centers," pp. 15-19.
2. Working in groups, conduct interviews with parents of children at the campus child development center to determine family and cultural food preferences. Work with classmates to develop a one month menu incorporating the children's food preferences.	
3. Using a prepared checklist, observe children in a preschool classroom for a five day period. Check for signs of poor nutrition in each child and record observations: • lethargy or lack of attentiveness • jitters and hyperactivity • severe headaches or early morning headaches • frequent diarrhea • constipation • pallor • easy fatigue • leg cramps	Texas Department of Human Services. "Day Care Nutrition In A Nutshell," pp. 12-14.
4. Using a prepared checklist, observe children in a preschool classroom for a two week period. Check for signs of allergic disorders in the children: • frequent colds	Marotz, Lynn, et. al., Health, Safety, and Nutrition For The Young Child, pp. 90-92.

Competency 4.2:

Conduct a nutrition assessment in a child care setting.

Suggested Activities:

- chronic congestion- runny nose, cough, or throat clearing
- frequent nosebleeds
- unexplained stomachaches
- hives, eczema, or other skin rashes
- wheezing
- headaches

References:

COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.3:

Facilitate meal serving in a child care setting.

Terminal Performance Objective:

Given a group of children and prepared foods, the student will facilitate meal serving in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how to clean and sanitize a table prior to a meal.
2. Explain how to correctly set a table for a meal.
3. Describe the purpose of serving food family style.
4. Describe the procedures and techniques for serving food family style.

Application:

The Student will:

1. Clean table tops.
2. Sanitize table tops.
3. Wash hands before setting table.
4. Hold glasses at bottom.
5. Touch handles of silverware only.

Competency 4.3:

Facilitate meal serving in a child care setting.

Application:

6. Guide children in correctly placing dishes, glassware, and silverware needed to eat the food on the menu.
7. Obtain food from the kitchen.
8. Assist children in serving food using serving techniques.
9. Assist children in arranging food on the plate.
10. Guide children in the serving of small portions.
11. Allow children to serve themselves seconds when desired.
12. Avoid accidents.

Competency 4.3:

Facilitate meal serving in a child care setting.

Suggested Activities:

1. Facilitate children's understanding of family style serving by teaching them the songs, "When We Eat Together," and "Oh Before I Eat My Meals."

2. Role play to practice the teaching of table manners and serving skills to preschool children. Take turns as teacher, child, food service worker.

References:

Berman, Christine. Teaching Children About Food, p. 60.

COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.4:

Perform food service cleaning tasks in a child care setting.

Terminal Performance Objective:

Given a group of children, foods and eating utensils/dishes, perform food service cleaning tasks in a child care setting for one meal, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how to include children in the clearing of a table.
2. Outline the procedures for clearing a table after a meal.
3. Describe the procedures for cleaning the preparation area, cooking equipment, and eating utensils/dishes.

Application:

The Student will:

1. Assign children chores for clearing the table.
2. Guide children in their chores.
3. Praise children for their accomplishments.
4. Use time and labor-saving techniques when clearing the table.
5. Wash utensils using techniques that meet local health agency regulations.

Competency 4.4:

Perform food service cleaning tasks in a child care setting.

Application:

6. Wash dishes using techniques that meet local health agency regulations.
7. Store dishes, glassware, and silverware in assigned places.

Competency 4.4:

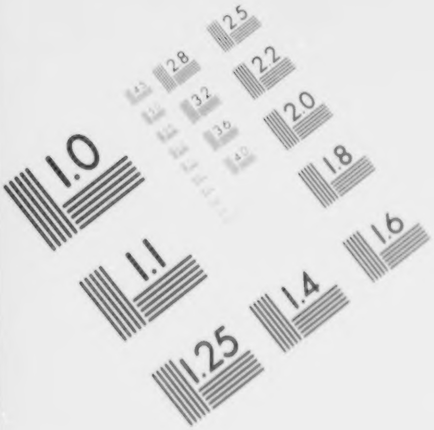
Perform food service cleaning tasks in a child care setting.

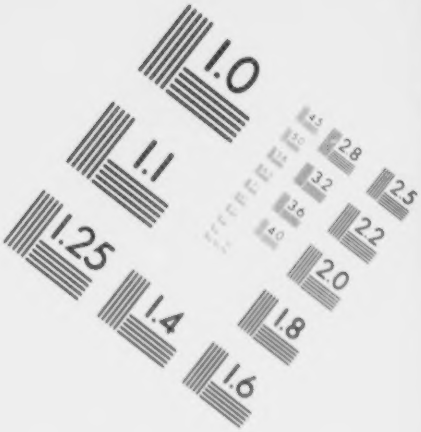
Suggested Activities:

1. Create a puppet show for use with children that depicts characters eating a meal and clearing the table. Include problem solving skills such as what to do with:
   - spills.
   - leftover food.
   - uneaten food on a plate.
   - children who want to play at a dirty table.
2. Plan a recycling leftovers project with children that teaches them how to clear a table and save a planet:
   - Save food scraps (other than meat.)
   - Make a compost pile.

References:

Berman, Christine. Teaching Children About Food, pp. 39, 44-45.





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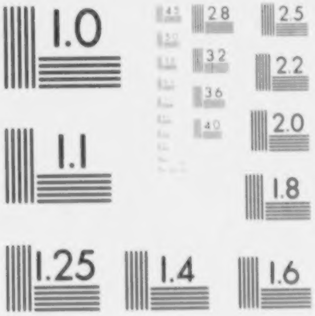

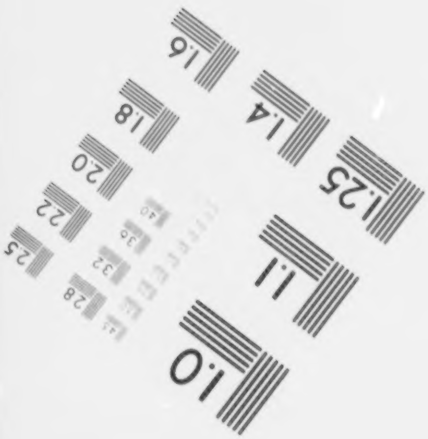

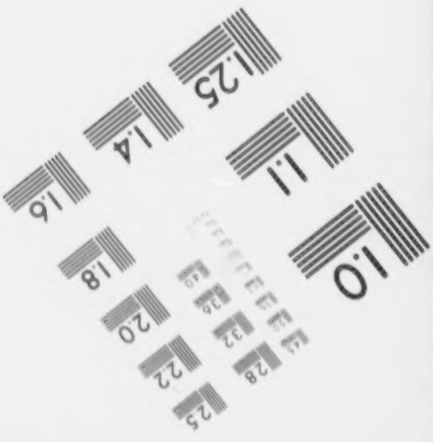

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COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.5:

Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

Terminal Performance Objective:

Given text information, oral instructions, practice experiences, proper equipment and assigned children, the student will perform feeding/meal activities in a child care setting for children, ages newborn to two years of age, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

Infants

1. Identify daily planning procedures needed for feeding infants, to include individualized time schedules.
2. Plan a daily feeding schedule, individualized, for two infants.
3. List liquid foods appropriate for the infants.
4. Describe guidance procedures to use at feeding time.
5. Describe teacher behaviors to display at feeding/meal time.
6. Explain the importance of supporting mothers who wish to continue breast feeding.
7. Explain infant readiness for solid foods.

Competency 4.5:

Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

Cognitive:

9. List appropriate introductory solid foods.
10. Describe how to introduce solid foods to an infant.

Toddlers

1. Identify daily planning procedures needed for meals, to include time schedules.
2. Describe guidance procedures to use at meal time.
3. Describe teacher etiquette to use at meal time.

Application:

The Student will:

Infants

1. Wash hands.
2. Follow a sanitary procedure for preparing, storing, and labeling baby bottles.
3. Prepare bottles according to parent instructions/baby's nutritional requirements.
4. Feed two infants, one at a time, using individualized schedules for each, meeting each infant's hunger needs.
5. Hold infant gently and firmly.
6. Give individual attention to the baby being fed.
7. Speak in a gentle, soothing voice.
8. Use frequent eye contact.

Toddlers

1. Organize the area to be used for meal time.
2. Allow time for children, providers, and teachers to wash hands.
3. Serve food at scheduled time.
4. Show children how to use utensils, when necessary.
5. Guide children toward independence in serving and eating.
6. Encourage children to serve themselves only as much as they can eat.

Competency 4.5:

Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

Application:

7. Model appropriate table etiquette.
8. Provide a relaxed and comfortable atmosphere.
9. Display patience with children's efforts at table etiquette.

Competency 4.5:

Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

Suggested Activities:

1. Using an infant size mannequin, model correct bottle feeding positions, technique and procedures to use with an infant to avoid:
   - ear infections
   - bottle-mouth syndrome
   - overweight

2. From teacher prepared and labeled bottles and cups, identify appropriate use/misuse for infants and toddlers at various developmental stages, to include:
   - mother's breast milk.
   - apple juice.
   - formula mixed with cereal.
   - kool-aid.
   - soda pop.
   - orange juice.

References:

Jack, Phyllis. "Infants." Room to Grow, pp. 23-24.

COURSE: Safety, Health, and Nutrition

Unit 4: Nutrition Management

Competency 4.6:

Supervise meal activities in a child care setting, for children ages 2 and older.

Terminal Performance Objective:

Given test information, oral instructions, practice experiences, proper equipment and assigned children, the student will supervise meal activities in a child care setting, for children ages 2 and older, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify daily planning procedures needed for meals to include time schedules.
2. Describe guidance procedures to use at meal time.
3. Describe teacher etiquette to model at meal time.

Application:

The Student will:

1. Organize the area to be used for meal time.
2. Allow time for children, providers, and teachers to wash hands.
3. Serve food at scheduled time.
4. Provide a relaxed and comfortable atmosphere.
5. Model appropriate table etiquette.
6. Guide children toward independence in serving and eating.

Competency 4.6:

Supervise meal activities in a child care setting, for children ages 2 and older.

Application:

7. Display patience with children's efforts at table etiquette.
8. Assign children duties during mealtime.
9. Introduce one or two new foods to children during the week.
10. Encourage children to try a bite of the new food.
11. Praise children who eat the new food.

Competency 4.6:

Supervise meal activities in a child care setting, for children ages 2 and older.

Suggested Activities:

1. Observe a preschool class of children for a period of time. Working in pairs, write a plan for children's assigned places at meal time. Defend your placements to classmates. Discuss differences among each pairs' placements.

2. Observe children at a child care center during meal time. Evaluate meal time activities for interpersonal climate, preparation and service, and facilties.

References:

Hildebrand, Verna. Management of Child Development Centers, pp.256-257.

COURSE: Safety, Health, and Nutrition

Unit 5: Professionalism

Competency 5.1:

Demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children.

Terminal Performance Objective:

Given test information, oral instructions, and practice experiences, the student will demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe instances involving safety and health of children which require teamwork skills:
   - 1a. supervision of children
   - 1b. fire, weather alerts
   - 1c. accidents, illness
   - 1d. meal planning, meal activities and supervision
   - 1e. naptime
   - 1f. transition times
   - 1g. learning stations (cooking, woodworking)
2. Give examples of teamwork skills which foster a safe and healthy environment for children:
   - 2a. disclosure
   - 2b. planning/goal setting
   - 2c. problem solving
   - 2d. conflict resolution
   - 2e. cooperation

Competency 5.1:

Demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children.

Application:

The Student will:

1. Collaborate with colleagues in planning roles, responsibilities and procedures for:
    - 1a. playground supervision.
    - 1b. learning center/indoor activity supervision.
    - 1c. meal planning and meal activities.
    - 1d. accidents, illness.
    - 1e. fire, weather alerts.

Competency 5.1:

Demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children.

Suggested Activities:

1. List roles, responsibilities, and procedures needed for common safety and health promotion occurrences in a child care center. Discuss how teamwork skills promote children's and teachers' health and safety.

2. Using an instructor-prepared checklist, observe and evaluate a child care center's teamwork skills in the promotion of health and safety.

References:

COURSE: Safety, Health, and Nutrition

Unit 5: Professionalism

Competency 5.2:

Demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children.

Terminal Performance Objective:

Given test information, oral instructions, and practice experiences, the student will demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of the National Association For The Education of Young Children's Ethical Code of Conduct covering safety and health principles:
    - 1a. "To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions." (I-1.5)
    - 1b. "Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitive, intimidating, psychologically damaging, or physically harmful to children." (P-1.1)
    - 1c. "We shall be familiar with the symptoms of child abuse and neglect and know community procedures for addressing them." (P-1.5)

Competency 5.2:

Demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children.

Cognitive:

1d. "When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken."

1e. "We shall inform the family of accidents involving their child, of risks such as exposure to contagious disease that may result in infection, and of events that might result in psychological damage." (P-25)

1f. "We shall not participate in research that could in any way hinder the education or development of children in our programs." (P-2.6)

1g. "We shall cooperate with other professionals who work with children and their families." (P-4.4)

1h. "When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program." (P-4.9)

2. Explain teachers' legal responsibilities in caring for children.
3. Explain the professional's rights and responsibilities when accused of moral violations such as child abuse.

Application:

The Student will:

1. Using role-play and NAEYC "Code of Conduct", practice systematic problem solving in ethical dilemmas, and professional situations involving the health and safety of children.
2. Using role play, practice systematic problem solving in legal dilemmas involving the health and safety of children.

Competency 5.2:

Demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children.

Suggested Activities:

1. In small groups, discuss how to problem solve ethical dilemmas:
    a. A parent who is a vegetarian and wants no meat or fish in a child's meals.
    b. A child who has signs of physical child abuse whose mother smells like alcohol when dropping her off.
    c. You find out after being hired that the staff-ratio for your class does not meet minimum standards.
    d. A co-worker takes children to the bathroom alone with her.

References:

Feeney, Stephanie, et.al., Who Am I In The Lives of Children?, pp. 434-436.

SAFETY, HEALTH, AND NUTRITION

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - No Exposure or Experience in this Area

1.1 Demonstrate an understanding of state regulations for safety in operating a child care center.

Cognitive

1. Explain the purpose of state and federal licensing requirements.
2. Summarize safety regulations in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook to include safety sanitation, building facilities, staff qualifications, and group size and composition. (Re: ECPI: 6.1)
3. List necessary steps for securing a license to operate a child care program in Texas.

GRADING PERIODS

1	2	3	4	5	6

Application

1. Complete the necessary steps to obtain a proposed child care facility license in the state of Texas.
2. Using a prepared checklist for compliance of state regulations, evaluate a local child care center's safety rules and standards.
3. Using a prepared checklist for compliance of state regulations, evaluate a local child care center's written emergency plan for illness or injury.
4. Hold a current CPR certificate.
5. Hold a current Red Cross First Aid certificate.
6. Maintain a current TB test record.

1	2	3	4	5	6

1.2 Implement safety procedures in a child care setting.

Cognitive

1. Explain the teacher's legal responsibilities to each child cared for.
2. Explain the relationship between close supervision and accident prevention.
3. Describe the supervisor's responsibilities in accident prevention:
   - 3a. withitness
   - 3b. close supervision
   - 3c. spotter on climbing equipment
   - 3d. equipment inspection
   - 3e. covering electrical outlets
   - 3f. easy access to water, toilets, towels
4. Explain the intent of indoor environmental standards:
   - 4a. usable square footage per child
   - 4b. room temperature
   - 4c. ventilation
   - 4d. number of exits per room
   - 4e. fire retardant carpets and draperies
   - 4f. child sized fixtures and furniture

		1	2	3	4	5	6
4g.	stairway safety features						
4h.	water temperature						
4i.	locked cabinets for medicines, poisonous substances						
4j.	fire extinguishers						
4k.	first aid kit and guide to first aid						
4l.	food preparation areas						
4m.	fire/weather drills						
5.	Explain the intent of outdoor environmental standards:						
5a.	play area location						
5b.	bathroom, drinking fountain accessibility						
5c.	variety of play surfaces						
5d.	age appropriate play equipment						
5e.	soft ground covers under climbing equipment						
5f.	equipment placement						
5g.	shrubbery, plant, tree guidelines						
5h.	locked cabinet for insecticides, paints, gasoline						
5i.	grounds maintenance						
5j.	wading/swimming pool supervision						
5k.	first aid kit and guide to first aid						
6.	Summarize procedures to follow during emergencies:						
6a.	medical emergencies						
6b.	accidents						
6c.	environmental alerts						
7.	List safety principles for using toys, equipment, and learning materials.						
8.	Describe appropriate techniques to use when teaching children safety procedures/precautions.						

Application

Create a Safe Indoor Environment:

1. Prepare room-by-room/area-by-area safety checklists for infants/toddlers, and/or preschool age children in a child care setting.
2. Inspect indoor play areas and record hazardous conditions.
3. Correct hazardous conditions.
4. Inspect the center's indoor first aid kit.
5. Recommend needed changes to make the kit complete.
6. Demonstrate the use of a fire extinguisher.

1	2	3	4	5	6

Create A Safe Outdoor Environment:

1. Prepare an area-by-area safety checklist for infants/toddlers and/or preschool age children for a center's play yard.
2. Inspect outdoor play areas and record hazardous conditions.
3. Correct hazardous conditions.
4. Inspect the center's outdoor first aid kit.
5. Recommend needed changes to make the kit complete.

Children's Activities

1. Supervise children's indoor and outdoor activities for accident prevention.
    - 1a. Develop safety rules with children's input.
    - 1b. Maintain minimum or more staff/child ratios as required by the state.
    - 1c. Closely watch children under care.
    - 1d. Redirect or guide children when engaging in unsafe behavior.
2. Evaluate planned activities for safety.
3. Make a written report or oral statement regarding recommendations for safety precautions/procedures.

Equipment

1. Check equipment and toys daily for safety.
2. Remove or correct unsafe equipment and toys.
3. Check equipment and toys daily for age appropriateness.
4. Remove age inappropriate toys.

1	2	3	4	5	6

Accidents/Serious Illness

1. Follow a prepared emergency plan.
2. Administer aid based upon responsibilities assigned by site supervisor.

Environmental Alert

1. Follow procedures as outlined in a prepared fire/weather alert emergency plan.
2. Follow safety precautions as outlined in a prepared fire/weather alert emergency plan.
3. Explain to children the reason for practicing disaster alert drills.
4. Supervise two practice drills.
5. Evaluate the practice drills.
6. Make a written report or oral statement regarding ways to improve the next implemented drill.

1.3 Teach safety principles to young children in a child care setting.

Cognitive

1. Summarize appropriate instructional strategies for teaching safety principles.
2. Describe methods of involving children in safety learning experiences.
3. Discuss appropriate and inappropriate resource materials.

1	2	3	4	5	6

Application

1. Demonstrate safety rules to young children in a child care setting.
2. Demonstrate fire evacuation rules to young children in a child care setting.
3. Demonstrate weather alert rules and evacuation procedures to young children in a child care setting.
4. Write five or more learning topics to meet needs and interests of a specific group of children.
5. Outline a safety education program for a specific group of children using a topic list.
6. Write five lesson plans for one unit from a safety education program.
7. Teach a unit containing five lessons to a small group of children.

1.4 Practice procedures for preventing child abuse and neglect at the child care facility.

Cognitive

1. Summarize the definition of abuse.
2. Describe the three kinds of abuse: emotional/verbal, sexual, physical.
3. Summarize the definition of neglect.

4. Describe the two kinds of neglect: physical and emotional/psychological.
5. Distinguish between abuse and neglect.
6. Explain the components of an effective child abuse prevention education program for young children.
7. Explain the components of an effective child abuse prevention education program for parents.
8. Explain the relationship between the health of a provider and the kind of care children receive.
9. Explain the value of team work in child care facilities.
10. Describe provider behaviors and guidelines which can thwart abuse by others.
11. Explain staffing patterns which hinder opportunities for abuse.
12. Explain provider responsibilities in reporting suspected child abuse and/or neglect.

1	2	3	4	5	6

Application

1. From a prepared lesson, role play the teaching of abuse prevention to young children to include "OK and not OK touching", intimidation resistance, stranger dangers, and the importance of reporting.
2. From a prepared plan, role play the explanation of abuse prevention policies to parents to include parent access and involvement in the program at any time.
3. On a daily basis, maintain self control.
4. On a daily basis, recognize own limits, and ask to be relieved when stressed.
5. On a daily basis, recognize when another provider is stressed and offer support to relieve him/her.

1.5 Implement procedures for determining and reporting child abuse and neglect.

Cognitive

1. Identify the characteristics of abuse.
2. Identify the characteristics of neglect.
3. Explain the moral and legal responsibilities of the child care provider when dealing with suspected child abuse or neglect.
    - 3a. Identify Texas DHS guidelines for reporting suspected abuse or neglect.
    - 3b. Identify and list community referral agencies, support agencies, and hot lines available to teacher, child, and family.
    - 3c. Describe the actions the teacher should take when child abuse or neglect is suspected.
    - 3d. Identify items to include in a written child abuse/neglect report.

1	2	3	4	5	6

Application

1. Following DHS guidelines, write a center plan for handling suspected incidences of abuse and neglect.
2. For a period of time, observe each child in a group of children as she/he arrives to class.
3. Write a written report of any suspected abuse or neglect.
4. Through role-play, practice reporting suspected child abuse or neglect.
5. Follow established guidelines when reporting suspected child abuse or neglect.

2.1 Demonstrate an understanding of hygiene principles.

Cognitive

1. Define bacteria.
2. List the factors which are needed to spread bacteria.
3. List control measures that child care centers can use to reduce the spread of bacteria, to include an emphasis on handwashing with soap and water:

1	2	3	4	5	6

Staff:

3a. upon arrival or return to the care center
3b. before feeding a child, handling food or food utensils
3c. before and after changing a diaper
3d. before and after assisting a child with toileting
3e. before and after caring for a child with symptoms of a communicable disease.

Children:

3f. after toileting
3g. before eating
3h. after cleaning up spills that contain body fluids

4. Define communicable illness.
5. List the factors which are essential for an infection to be communicable.
6. List control measures that child care centers can use to reduce the spread of illness.

Application

1. Assist in writing a child care center sanitation evaluation checklist.
2. Assist in writing a child care center communicable illness prevention checklist.
3. Report recommendations to site supervisor after assessing a center for communicable illness prevention and sanitation.
4. Model personal hygiene to promote a healthy environment:
    - 4a. Bathe or shower on a daily basis.
    - 4b. Use deodorant daily.
    - 4c. Keep hair clean.
    - 4d. Refrain from smoking in the kitchen or any rooms used by children.
    - 4e. Wash hands whenever necessary:
        - (1) upon arrival or return to the child care center
        - (2) before feeding a child, handling food or food utensils
        - (3) before and after changing a diaper
        - (4) before and after changing assisting a child with toileting
        - (5) before and after caring for a child with symptoms of a communicable disease
        - (6) before and after cleaning or touching an area containing body fluids

1	2	3	4	5	6

2.2 Teach environment hygiene principles to young children, ages three and older.

Cognitive

1. Discuss the primary goals of environmental hygiene activities for young children.
2. Explain how environmental hygiene education contributes to children's development.
3. Describe appropriate methods of instructing children about bacteria.

	1	2	3	4	5	6
4. Describe appropriate methods of instructing children:						
4a. about communicable diseases.						
4b. how and when to wash their hands with soap and water.						
4c. how to clean up their own spills and trash.						
4d. how to cover their coughs and sneezes.						
4e. how to care for their own belongings.						
5. Describe procedures for instructing children how and when to wash their hands with soap and water.						
6. Describe methods for instructing children how to clean up their own spills and trash.						
7. Describe methods for instructing children how to care for their own belongings.						

Application

1. Demonstrate procedures for washing hands with soap and water:						
a. Remind children to wash their hands when needed.						
b. Praise children when they wash their hands.						
2. Demonstrate how to clean up personal spills and messes, and trash.						
2a. Encourage children to properly clean up personal spills and messes, and dispose of trash.						
2b. Praise children when they clean up personal spills and messes, and dispose of trash.						
3. Familiarize and remind children about their personal cubbies or lockers.						
3a. Encourage children to use their cubbies or lockers for storing personal items.						
3b. Praise children when they use their cubbies or lockers to store personal items.						

2.3 Implement environmental hygiene princi0ples in a child care setting.

Cognitive

1. Explain the role of bacteria in a child care environment.
2. Explain the role of communicable disease in a child care environment.
3. Summarize the minimum sanitation standards required in the Texas Department of Human Services Minimum Standards For Day Care Centers.
4. Identify items in the care facility which must be personalized for each individual child.
5. Identify types of appropriate disinfectant for child care centers.
6. Describe the procedures for making a bleach solution.
7. Explain how and when to use a bleach solution in a child care facility.
8. Describe how to manage soiled or wet clothing.
9. Describe how to clean the child care environment:
    - 9a. in the event of lice.
    - 9b. in cleaning infant equipment.
    - 9c. in cleaning toys.
    - 9d. in disposing of soiled disposable diapers.
    - 9e. in disposing of soiled cloth diapers.
    - 9f. in cleaning the diaper changing area.

1	2	3	4	5	6

Application

Sanitation Duties

1. Supervise sanitation procedures as required in the Texas Department of Human Services Minimum Standards For Day Care Centers.
2. Employ sanitation procedures as outlined in Essentials: The CDA Professional Preparation Program Guidebook:

		1	2	3	4	5	6
2a.	Empty trash daily.						
2b.	Clean bathrooms with a bleach solution daily.						
2c.	Clean body fluid spills (blood, urine, vomit, feces) with a bleach solution when needed.						
2d.	Establish and/or monitor individual cubbies for personalized use of children's belongings.						
2e.	Establish and/or monitor assigned cots or beds for each child's personal use.						
2f.	Wash or replace dress up clothing and accessories once during the week.						
2g.	Wash cots, cribs, and mats whenever soiled.						
2h.	Wash diapering table after each use.						
2i.	Monitor indoor heat and humidity levels for comfort and health throughout each day.						
2j.	Clean infant equipment with a bleach solution twice during the week.						
2k.	Wash toys that infants put in their mouths with a bleach solution as needed daily.						

2.4 Teach personal hygiene principles to young children, ages two and older, in a child care setting.

Cognitive

1.	Discuss the primary goals of personal hygiene education.						
2.	Explain how personal hygiene education contributes to child development.						
3.	Explain the importance of dental care.						
4.	Describe the components of dental care for young children.						
5.	Explain the role of the dentist in dental care education.						

	1	2	3	4	5	6
6. Explain the importance of personal care skills to include weather-appropriate clothing, grooming (brushes, combs), and handwashing, bathing, and getting fresh air.						
7. Explain the role of the doctor in personal health care education.						
8. Explain the importance of toileting skills.						
9. Explain the reasons for sanitation in toileting and toothbrushing activities.						

Application

1. Implement a dental health facts activity for young children.						
2. Implement a toileting facts activity for young children.						
3. Implement a personal care skills activity for young children.						
4. Implement a sanitation facts activity for young children.						

2.5 Supervise children, ages two and older, in personal hygiene activities.

Cognitive

1. Summarize the primary goals of personal hygiene education for young children.						
2. Discuss the components of dental hygiene.						
3. Identify the characteristics of healthy teeth.						
4. Identify encouraging attitudes to use with children in brushing teeth.						
5. Identify sanitary procedures needed in toileting and toothbrushing activities.						
6. Identify sanitary procedures needed for personal health care.						

Application

Dental Hygiene

		1	2	3	4	5	6
1.	Inspect bathroom for cleanliness and safety.						
2.	Assemble supplies needed for toothbrushing.						
3.	Demonstrate proper method of brushing teeth to include the tongue.						
4.	Assist children with toothbrushes, tooth paste, and cups of water.						
5.	Assist children in clean up after brushing.						
6.	Assist children in storing personal supplies.						

Toileting Activities

1.	Inspect bathroom for cleanliness and safety.						
2.	Insure that adequate supplies are available to include toilet paper, soap, and paper towels.						
3.	Take children to the bathroom individually or in groups.						
4.	Familiarize children with the facilities before they use them.						
5.	Show or review toileting procedures when needed to include wiping properly, lifting and lowering seat, aiming well.						
6.	Display confidence in child's ability to carry out established procedures.						
7.	Praise children when they are successful.						
8.	Assist children when toileting accidents occur.						
9.	Demonstrate handwashing.						
10.	Monitor children in practicing handwashing.						
11.	Assist children in wiping up spills.						
12.	Use positive words and connotations in relation to toileting activities.						

Personal Care

1. Organize classroom for each child's personalized storage of belongings to include hairbrush, comb, and hats.
2. Monitor children in using their own hairbrushes, combs, and hats.
3. Demonstrate the use and disposal of kleenex use when sneezing, blowing, or wiping the nose or catching a cough.
4. Guide children in their independent use of kleenex.

1	2	3	4	5	6

3.1 Conduct health appraisals of young children in a child care setting.

Cognitive

1. Explain the relationship between physical health and learning.
2. Review the minimum standards for physical health requirements in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.
3. Explain the recommended schedule for active immunization of normal infants and children, according to the American Academy of Pediatrics.
4. Explain the role of the early childhood teacher in making health observations.
5. Explain the role of the early childhood teacher in making health interpretations.
6. List sources for gathering information about a child's health.
7. List and describe health assessment tools.
8. Explain the purpose of parent contacts.
9. Review screening procedures to use in assessing a child's physical health.
10. Explain how to conduct a vision test.
11. Explain how to conduct a hearing test.
12. Explain the number and frequency of health assessments needed.

Application

1. Check a group of five children's immunizations.
2. Report needed immunizations to center director or site supervisor.
3. Conduct a health inspection of a group of five young children to include general appearance, scalp, face, eyes, ears, nose, mouth, throat, neck, chest, skin, speech, extremities, and behavior.
4. Record observations made during the health inspection.
5. Share recorded information with center director.
6. Conduct a vision test for a group of five children.
7. Conduct a hearing test for a group of five children.
8. Contact parents through a written record following the health/hearing/vision inspection of each child.

1	2	3	4	5	6

3.2 Practice communicable disease control duties at a child care facility.

Cognitive

1. Identify the factors necessary for communicable illness to spread.
2. Identify the control measures that child care centers can use to reduce the spread of communicable illness.
3. Explain how to use a thermometer.
4. Explain a local center's policy on illness.
5. Summarize the minimum standards for medications in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.

Application

1. Greet and observe each child, in a group of five, as he/she enters the child care center.
2. Check each child for signs of illness: unusually pale or flushed skin, enlarged lymph glands, rash, spots or open lesions, watery or red eyes, fatigue, abnormal behavior, sweaty appearance.
3. Report possible illness to site supervisor or center director.
4. Monitor children for signs of possible illness throughout the day to include nausea, vomiting or diarrhea, headache or dizziness, chills, fever or achiness, fatigue or loss of appetite.
5. Isolate a child who may have an illness.
6. Take the temperature of a child who appears ill.
7. Contact the parent of a child who shows signs of illness.
8. Follow center policy regarding procedures for sending a sick child home.
9. Follow center policy regarding procedures for admitting a previously ill child.
10. Role play the administering of medication to a child according to the Texas Department of Human Services Minimum Standards For Day Care Centers handbook and the local center policy.

1	2	3	4	5	6

3.3 Practice health promotion activities with a group of young children, ages two and older.

Cognitive

1. Describe caregiver behaviors which positively impact children's mental health.
2. Discuss the primary purpose of health promotion activities for young children.
3. List health concepts young children need to learn.
4. Explain the relationship between mental health and physical health.

1	2	3	4	5	6

5. List policies which would promote positive health habits at a child care center.

Application

1. Conduct activities in a relaxed, positive manner.
2. Demonstrate an activity which instructs children how to take good care of their bodies.
3. Demonstrate an activity which promotes exercise.
4. Demonstrate an activity which shows children the need for wearing different clothing for exercise.
5. Lead a cooking activity which teaches children about proper nourishment in relation to good health.
6. Facilitate a relaxation activity which teaches the need for rest.
7. Demonstrate two activities which instruct children on ways to keep our bodies clean: washing hair, washing hands, and bathing.
8. Demonstrate an activity which shows children how to use health tools: hairbrushes, combs, towels, washcloths.
9. Guide children toward independence when engaged in health-related activities:
    - combing hair
    - washing hands
    - using washcloth
    - using towel
10. Evaluate a local center policy for the promotion of positive health habits.

4.1 Demonstrate an understanding of nutrition principles in a child care setting.

Cognitive

1. Define nutrition.
2. Identify the nutrition requirements in the Texas Department of Human Services Minimum Standards For Day Care Centers handbook.
3. Explain how nutrition affects children.
4. Identify the main three nutrients which supply energy.
5. List factors which determine individual energy requirements.
6. Explain how growth occurs.
7. Name the classes of nutrients that promote growth of body tissue and list food sources for each.
8. Identify food sources for complete and incomplete protein.
9. Name general types of body functions regulated by nutrients.
10. Identify the criteria for adequate menus for young children.
11. Identify the criteria for the proper, nutritious feeding of infants, ages newborn to twelve months.
12. Identify the criteria for the proper, nutritious feeding of toddlers, ages 13 months through two years.
13. Identify the criteria for nutritious meals for children, ages three through five years.
14. Identify the criteria for nutritious meals for children, ages six through eight years.

1	2	3	4	5	6

Application

1. Evaluate a child care center's one-month menu plan for daily inclusion of proper nutrients, a balance of foods, and appropriate serving sizes.
2. Evaluate a child care center's infant feeding policy.
3. Evaluate a child care center's toddler feeding policy.

4.2 Conduct a nutrition assessment in a child care setting.

Cognitive

1. Explain the components of conducting a nutrition assessment of children in a child care setting.
2. Outline dietary guidelines for Americans as explained by the U.S. Department of Health and Human Services.
3. Identify individual children's food allergies from a specific group of children to be served.
4. Explain the purpose of introducing new foods to children.
5. Explain why new foods need to be introduced one at a time.
6. Explain how to introduce a new food to children.
7. Plan a five day menu for a group of children to include:
    - the introduction of one new food.
    - a fruit, a vegetable, a protein, milk and bread in each meal.
    - a wide variety of cultural preferences.
    - age appropriate choices (e.g. foods that don't cause choking).

1	2	3	4	5	6

Application

1. Conduct a nutritional assessment of children in a child care setting.
2. Conference with parents about observed allergy or nutritional deficit symptoms.
3. Calculate calorie requirements for a group of children based on their weight, noting individual differences.
4. Display the list of children's allergies in a prominent place for food service workers and teachers to see.
5. Post the five day planned menu for parents to see.

4.3 Facilitate meal serving in a child care setting.

Cognitive

1. Explain how to clean and sanitize a table prior to a meal.
2. Explain how to correctly set a table for a meal.
3. Describe the purpose of serving food family style.
4. Describe the procedures and techniques for serving food family style.

1	2	3	4	5	6

Application

1. Clean table tops.
2. Sanitize table tops.
3. Wash hands before setting table.
4. Hold glasses at bottom.
5. Touch handles of silverware only.
6. Guide children in correctly placing dishes, glassware, and silverware needed to eat the food on the menu.
7. Obtain food from the kitchen.
8. Assist children in serving food using serving techniques.
9. Assist children in arranging food on the plate.
10. Guide children in the serving of small portions.
11. Allow children to serve themselves seconds when desired.
12. Avoid accidents.

4.4 Perform food service cleaning tasks in a child care setting.

Cognitive

1. Explain how to include children in the clearing of a table.
2. Outline the procedures for clearing a table after a meal.
3. Describe the procedures for cleaning the preparation area, cooking equipment, and eating utensils/dishes.

1	2	3	4	5	6

Application

1. Assign children chores for clearing the table.
2. Guide children in their chores.
3. Praise children for their accomplishments.
4. Use time and labor-saving techniques when clearing the table.
5. Wash utensils using techniques that meet local health agency regulations.
6. Wash dishes using techniques that meet local health agency regulations.
7. Store dishes, glassware, and silverware in assigned places.

4.5 Perform feeding/meal activities in a child care setting for children, ages newborn to two years of age.

Cognitive

Infants

1. Identify daily planning procedures needed for feeding infants, to include individualized time schedules.
2. Plan a daily feeding schedule, individualized, for two infants.
3. List liquid foods appropriate for the infants.

		1	2	3	4	5	6
4.	Describe guidance procedures to use at feeding time.						
5.	Describe teacher behaviors to display at feeding/meal time.						
6.	Explain the importance of supporting mothers who wish to continue breast feeding.						
7.	Explain infant readiness for solid foods.						
9.	List appropriate introductory solid foods.						
10.	Describe how to introduce solid foods to an infant.						

Toddlers

1.	Identify daily planning procedures needed for meals, to include time schedules.						
2.	Describe guidance procedures to use at meal time.						
3.	Describe teacher etiquette to use at meal time.						

Application

Infants

1.	Wash hands.						
2.	Follow a sanitary procedure for preparing, storing, and labeling baby bottles.						
3.	Prepare bottles according to parent instructions/baby's nutritional requirements.						
4.	Feed two infants, one at a time, using individualized schedules for each, meeting each infant's hunger needs.						
5.	Hold infant gently and firmly.						
6.	Give individual attention to the baby being fed.						
7.	Speak in a gentle, soothing voice.						
8.	Use frequent eye contact.						

Toddlers

1. Organize the area to be used for meal time.
2. Allow time for children, providers, and teachers to wash hands.
3. Serve food at scheduled time.
4. Show children how to use utensils, when necessary.
5. Guide children toward independence in serving and eating.
6. Encourage children to serve themselves only as much as they can eat.
7. Model appropriate table etiquette.
8. Provide a relaxed and comfortable atmosphere.
9. Display patience with children's efforts at table etiquette.

1	2	3	4	5	6

4.6 Supervise meal activities in a child care setting, for children ages 2 and older.

Cognitive

1. Identify daily planning procedures needed for meals to include time schedules.
2. Describe guidance procedures to use at meal time.
3. Describe teacher etiquette to model at meal time.

Application

1. Organize the area to be used for meal time.
2. Allow time for children, providers, and teachers to wash hands.
3. Serve food at scheduled time.
4. Provide a relaxed and comfortable atmosphere.
5. Model appropriate table etiquette.
6. Guide children toward independence in serving and eating.
7. Display patience with children's efforts at table etiquette.
8. Assign children duties during mealtime.

5.1 Demonstrate an understanding of teamwork skills needed in providing safe and healthy care for children.

Cognitive

1. Describe instances involving safety and health of children which require teamwork skills:
    - 1a. supervision of children
    - 1b. fire, weather alerts
    - 1c. accidents, illness
    - 1d. meal planning, meal activities and supervision
    - 1e. naptime
    - 1f. transition times
    - 1g. learning stations (cooking, woodworking)
2. List characteristics of teamwork skills which foster a safe and healthy environment for children:
    - 2a. disclosure
    - 2b. planning/goal setting
    - 2c. problem solving
    - 2d. conflict resolution
    - 2e. cooperation

1	2	3	4	5	6

Application

1. Collaborate with colleagues in planning roles, responsibilities and procedures for:
    - 1a. playground supervision.
    - 1b. learning center/indoor activity supervision.
    - 1c. meal planning and meal activities.
    - 1d. accidents, illness.
    - 1e. fire, weather alerts.

5.2 Demonstrate an understanding of the early childhood professional's legal and ethical responsibilities and rights with respect to the health and safety of children.

Cognitive

	1	2	3	4	5	6
1. Explain the intent of the National Association For The Education of Young Children's Ethical Code of Conduct covering safety and health principles:						
1a. "To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions." (I-1.5)						
1b. "Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitive, intimidating, psychologically damaging, or physically harmful to children." (P-1.1)						
1c. "We shall be familiar with the symptoms of child abuse and neglect and know community procedures for addressing them." (P-1.5)						
1d. "When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken."						
1e. "We shall inform the family of accidents involving their child, of risks such as exposure to contagious disease that may result in infection, and of events that might result in psychological damage." (P-25)						
1f. "We shall not participate in research that could in any way hinder the education or development of children in our programs." (P-2.6)						
1g. "We shall cooperate with other professionals who work with children and their families." (P-4.4)						
1h. "When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program." (P-4.9)						

1	2	3	4	5	6

2. Explain teachers' legal responsibilities in caring for children.
3. Explain the professional's rights and responsibilities when accused of moral violations such as child abuse.

Application

1. Using role-play and NAEYC "Code of Conduct", practice systematic problem solving in ethical dilemmas, and professional situations involving the health and safety of children.
2. Using role play, practice systematic problem solving in legal dilemmas involving the health and safety of children.

Growth and Development:
Conception Through Pre-Adolescence

Course Description: This is a three hour lecture course which includes the examination of emotional, social, physical, and intellectual development of the child to puberty. Considers genetic and prenatal influences on the child; includes study of individual differences in ages and stages of development. (3)

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Understand the role of child development study in the early childhood professions.

1.2 Analyze the major child development theories.

1.3 Demonstrate an understanding of ethical behavior needed when applying development theories in a child care setting.

2.1 Demonstrate an understanding of a child's life from conception through the birth process.

3.1 Demonstrate an understanding of a child's physical growth and development from newborn through age two.

3.2 Demonstrate an understanding of a child's cognitive development from newborn through age two.

3.3 Demonstrate an understanding of a child's emotional and social development from newborn through age two.

4.1 Demonstrate an understanding of a child's physical development from age three through age five.

4.2 Demonstrate an understanding of a child's cognitive development from age three through age five.

4.3 Demonstrate an understanding of a child's emotional development from age three through age five.

Growth and Development: Conception Through Pre-Adolescence

5.1 Demonstrate an understanding of a child's physical development from age six through pre-adolescence.

5.2 Demonstrate an understanding of a child's cognitive development from age six through pre-adolescence.

5.3 Demonstrate an understanding of a child's emotional development from age six through pre-adolescence.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 1: Growth and Development Theories

Competency 1.1:

Understand the role of child development study in the early childhood professions.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will understand the role of child development study in the early childhood professions, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. List the goals of studying child development.
2. Explain the purpose of child development research.
3. Identify and define the three domains in the study of child development.
4. Discuss major controversial areas in the study of child development.
5. Define the scientific method.
6. Describe the steps involved in the scientific method.
7. Describe ethical issues involved in developmental research.
8. Describe the effect of child development research on the early childhood professions.
9. Identify examples of child development research results that are used in child care settings.
10. Explain the importance of confidentiality when gathering information for purposes of studying child development.

Competency 1.1:

Understand the role of child development study in the early childhood professions.

Suggested Activities:

1. View and discuss a film or films on human development.
2. Evaluate the scientific method used in Bandura's Bo-Bo doll experiment.
3. From instructor provided examples, discuss the ethical issues involved in scientific experimentation studies in human development.
4. Practice, through role play, a conversation with a parent where permission is asked to conduct an observation study of her child.

References:

CRM/McGraw Hill. Development.

Films for the Humanities and Sciences, The Human Animal: Nature and Nurture.

Albert Bandura, Part I & II. videotape.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 1: Growth and Development Theories

Competency 1.2:

Analyze the major child development theories.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will analyze the major child development theories, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain developmental theory.
    - 1a. Give examples of developmental theory used to explain child development and behavior.
2. Explain the major fours of psychoanalytic theories.
    - 2a. Give examples of a psychoanalytic theory used to explain child development and behavior.
3. Explain the major focus of learning theories.
    - 3a. Give examples of a learning theory used to explain child development and behavior.
    - 3b. Define reinforcement and cite examples of negative and positive reinforcement.
    - 3c. Explain the concept of modeling.
4. Explain the major focus of cognitive theories.
    - 4a. Give examples of a cognitive theory.

Competency 1.2:

Analyze the major child development theories.

Cognitive:

5. Define ethological theory.
    5a. Give examples of an ethological theory used to explain child development and behavior.
6. Identify the components of a sound theory.
7. Evaluate the major theories citing strengths and weaknesses of each.
8. Explain why most early childhood professionals have an eclectic approach.
9. Explain how and when theories should be applied in a child care setting.

Competency 1.2:

Analyze the major child development theories.

Suggested Activities:

1. Using folders of collected information from texts, journals, newspaper articles for each theorist (e.g. Freud, Erikson, Piaget, Skinner), study one and assume his role.

2. View and discuss films on the major child development theories.

References:

Pyramid. Everybody Rides The Carousel. videotape.

Davidson films. Piaget's Developmental Theory (Three part series). videotape.

Films for the Humanities and Sciences, Pavlov: The Conditioned Reflex.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 1: Growth and Development Theories

Competency 1.3:

Demonstrate an understanding of ethical behavior needed when applying development theories in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of ethical behavior needed when applying development theories in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to child development principles and research:
    - I-1.2 "To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child."
    - I-1.4 "To appreciate the special vulnerability of each child."
    - I-2.1 "To develop relationships of mutual trust with the families we serve."

Competency 1.3:

Demonstrate an understanding of ethical behavior needed when applying development theories in a child care setting.

Cognitive:

- P-2.6 "We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent."
- I-4.3 "To work, through education, research, and advocacy, toward an environmentally safe world in which all children are adequately fed, sheltered, and nurtured."
- I-4.4 "To work, through education, research, and advocacy, toward a society in which all young children have access to quality programs."
- I-4.5 "To promote knowledge and understanding of young children and their needs."
- I-4.6 "To support policies and laws that promote the well-being of children and families."

Application:

The Student will:

1. Using role play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 2: Beginnings

Competency 2.1:

Demonstrate an understanding of a child's life from conception through the birth process.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's life from conception through the birth process, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the process of conception.
2. Define gene.
3. Define chromosome.
4. Describe physical characteristics that follow the dominant-recessive gene pattern.
5. Describe common genetic disorders that are inherited through the recessive gene pattern.
6. Describe common chromosomal abnormalities.
7. Discuss ethical issues that genetics research generates.
8. Describe significant developments that occur in each of the three trimesters of prenatal development.
9. Define teratogen.
10. Identify and describe possible teratogens and their effects on the developing embryo or fetus.
11. Describe the impact to the unborn of its parent's emotional and physical health.
12. Identify prenatal diagnostic tests and the purposes of each.

Competency 2.1:

Demonstrate an understanding of a child's life from conception through the birth process.

Cognitive:

13. Describe the three stages of labor and their impact on the child.
14. Discuss methods of delivery and point out the advantages and disadvantages of each.
15. Describe the process of early parent-infant bonding and its impact upon the newborn child.
16. Explain the normal reflexes in a newborn child.
17. Explain maternal and paternal adjustments to the newborn.

Competency 2.1:

Demonstrate an understanding of a child's life from conception through the birth process.

Suggested Activities:

1. Participate in a classroom debate on a genetic issue:
   - "A fetus has the same rights as its mother."
   - "Aborted fetuses should be used for genetic transplants."
   - "Altering foods by genetic means is unethical."

2. Using developmental sequence cards prepared by the instructor, work in a small group to place milestones in proper order (e.g. ears begin to form, legs and arms move). Put cards on bulletin board and discuss.

3. View the film Miracle of Life and record reactions:
   - feelings about the process
   - impact on the newborn
   - opinions about labor and delivery methods

References:

Time-Life. Miracle Of Life. videotape.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 3: Infancy and Toddlerhood

Competency 3.1:

Demonstrate an understanding of a child's physical growth and development from newborn through age two.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's physical growth and development from newborn through age two, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe growth and development patterns in infants to include:
    - 1a. body proportions.
    - 1b. bone.
    - 1c. muscle.
    - 1d. the brain.
    - 1e. digestion.
    - 1f. breathing.
    - 1g. circulation.
    - 1h. hearing.
2. Compare the body proportions of a newborn with those of an adult.
3. Describe reflexes that are critical for infant survival.
4. Explain the beneficial effects of breast milk for an infant.
5. Explain the procedure and time interval of introducing solid food.

Competency 3.1:

Demonstrate an understanding of a child's physical growth and development from newborn through age two.

Cognitive:

6. Describe a well-balanced diet for an infant at:
    - one month
    - three months
    - six months
    - nine months
    - twelve months
    - eighteen months
    - twenty-two months
7. Identify the causes and results of malnutrition during the first two years of a child's life.
8. List ways parents and caregivers can promote physical development in infants and toddlers.

Competency 3.1:

Demonstrate an understanding of a child's physical growth and development from newborn through age two.

Suggested Activities:	References:
1. View a film on child development during infancy and discuss: • patterns of growth depicted. • normal variations in growth.	Davidson Films. In The Beginning: The Process of Infant Development.
2. Observe an infant with her parents and/or caregiver and list behaviors the parent/caregiver displays that foster physical growth in the child.	Davidson Films. Nurturing.
3. Interview a mother who is breast feeding to gain understanding of advantages and disadvantages.	

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 3: Infancy and Toddlerhood

Competency 3.2:

Demonstrate an understanding of a child's cognitive development from newborn through age two.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's cognitive development from newborn through age two, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the development of perception from the time a child is a neonate through age two.
2. Identify and define the six-stage sequence of sensimotor intelligence as described by Piaget.
3. Describe language development in infants and toddlers.
4. Compare and contrast major language development theories.
5. List ways parents and caregivers can promote cognitive development in infants and toddlers.

Competency 3.2:

Demonstrate an understanding of a child's cognitive development from newborn through age two.

Suggested Activities:

1. View a film on cognitive development and discuss:
    - perception.
    - memory.
    - reasoning.
2. Observe a caregiver or parent with an infant and record how the adult's use of baby-talk promotes language development in the infant.

References:

Harper Collins Media. Development Of The Child: Cognition.

Harper Collins Media. Development Of The Child: Infancy.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 3: Infancy and Toddlerhood

Competency 3.3:

Demonstrate an understanding of a child's emotional and social development from newborn through age two.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's emotional and social development from newborn through age two, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify emotions developed and expressed by infants during the first two years of life.
2. Define basic emotions expressed during the first two years of life:
    - 2a. social smiles
    - 2b. fear of strangers
    - 2c. separation anxiety
3. Describe social development during the first two years of life.

Competency 3.3:

Demonstrate an understanding of a child's emotional and social development from newborn through age two.

Suggested Activities:	References:
1. View and record instances of emotional development milestones during an infant's first year of life. Discuss observations in class.	Infant Development. videotape.
2. Research and report on ways a high school or junior college child development center can offer education and support for young parents of infants who are at risk for emotional neglect and/or abuse.	Texas Education Agency. Parenting Education For School Age Parents.
3. Using infant dolls and a tape recorder of infant sounds (cooing, babbling, crying) role play appropriate caregiver responses and interactive talking.	

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 4: The Preschool Years

Competency 4.1:

Demonstrate an understanding of a child's physical development from age three through age five.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's physical development from age three through age five, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe normal patterns of physical growth in children ages three through five years of age.
2. Discuss motor development in children ages three through five years of age.
3. Compare and contrast physical development in boys and girls.
4. Explain factors which affect individual differences in children's:
    4a. physical development.
    4b. activity levels.
    4c. gross and fine motor skills.

Competency 4.1:

Demonstrate an understanding of a child's physical development from age three through age five.

Suggested Activities:	References:
1. View and discuss the film on development.	Association films. Child's Play: Window On Development. videotape. Insight Media. Preschool Physical Development. videotape.
2. Observe three same age children at play and record their spoken language. Note differences and variations in development of language in same age children.	
3. List and discuss strategies for advocacy of play in a child care program.	Graul, Susan. "Helping Adults Learn The Importance of Play." Dimensions (Spring, 1992), pp. 18-14.
4. Research and write a paper on developmentally appropriate activities for development of large muscles in preschool children.	Poest, Catherine. "Challenge Me To Move: Large Muscle Development In Young Children." Young Children (July, 1990), pp. 4-10.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 4: The Preschool Years

Competency 4.2:

Demonstrate an understanding of a child's cognitive development from age three through age five.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's cognitive development from age three through age five, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and explain the characteristics of preoperational thought in preschool children.
2. Explain common patterns and variations of language development during the play years.
3. Explain the relationship between cognitive development and language development during the play years.
4. Describe characteristics of moral development during the play years.

Competency 4.2:

Demonstrate an understanding of a child's cognitive development from age three through age five.

Suggested Activities:

1. View and discuss the film on child development during the preschool years.

2. Develop a file of learning activities for preschool children which enhances cognitive development.

3. Research and write a paper on cultural differences in the acquisition of language.

References:

Davidson Films. The Growth Of Intelligence In The Preschool Years. videotape.

Davidson Films. The Impact Of The Classroom Environment On Child Development.

Hale, Janice. "Dignifying Black Children's Lives." Dimensions (Spring, 1992), pp. 8-9.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 4: The Preschool Years

Competency 4.3:

Demonstrate an understanding of a child's emotional development from age three through age five.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's emotional development from age three through age five, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe patterns of emotional growth in children ages three through five years of age.
2. Describe patterns of social growth in children ages three through five years of age.
3. Explain the relationship between self understanding and the development of social skills during the preschool years.
4. Identify and describe sex-role development theories.
5. Describe the emotional effects of family crisis and issues on a preschool age child:
    - 5a. divorce
    - 5b. blended family
    - 5c. single parenthood
    - 5d. family income and socioeconomic status
    - 5e. culture and ethnicity

Competency 4.3:

Demonstrate an understanding of a child's emotional development from age three through age five.

Suggested Activities:	References:
1. View and discuss the film on emotional development during the play years.	McGraw-Hill. The Child: Part V. videotape.
2. Write a paper which takes a stand on sex role stereotyping in young children.	
3. Review books and develop a resource list of books and materials on family issues for use with children.	Long, Roberta. "New Books About Families." Dimensions (Winter 1992), pp. 31-33.

COURSE: Growth and Development: Conception Through Pre-Adolescence

Unit 5: School Age Years

Competency 5.1:

Demonstrate an understanding of a child's physical development from age six through age pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's physical development from age six through age pre-adolescence, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe normal patterns of physical growth during middle childhood.
2. Identify common growth variations among children in middle childhood.
3. Describe motor skill development.
4. Identify types of learning disabilities and their characteristics.

Competency 5.1:

Demonstrate an understanding of a child's physical development from age six through pre-adolescence.

Suggested Activities:

1. View and discuss the film on development.

2. Observe three or more school age children during physical activity. Describe the motor skills in each child. Note differences from child to child.

References:

Insight Media. Physical Development In The Middle Years. videotape.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 5: School Age Years

Competency 5.2:

Demonstrate an understanding of a child's cognitive development from age six through age pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's cognitive development from age six through age pre-adolescence, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how children's thinking changes between the ages of five and seven.
2. Define and describe characteristics of concrete operational thought.
3. Explain the uses of achievement and aptitude tests.
4. Describe the advantages and disadvantages of achievement and aptitude tests.
5. Discuss alternate ways of measuring cognition.
6. Describe language development during the school years.

Competency 5.2:

Demonstrate an understanding of a child's cognitive development from age six through pre-adolescence.

Suggested Activities:	References:
1. View and discuss the film on intelligence.	McGraw-Hill. Intelligence: A Complex Concept. videotape.
2. Write a paper assessing achievement or aptitude testing of school age children.	Cutting, Brian. "Tests, Independence, and Whole Language." Annual Editions: Early Childhood Education, 92/93 , pp. 128-130,
3. Conduct a mini case study of a school-age child using anecdotal recording of behaviors observed.	Krechevsky, Mara. "Project Spectrum: An Innovative Assessment Alternative," Annual Editions: Early Childhood Education, (92/93), pp. 135-138.

COURSE: Growth and Development: Conception Through Pre-Adolescence

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Unit 5: School Age Years

Competency 5.3:

Demonstrate an understanding of a child's emotional development from age six through age pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of a child's emotional development from age six through age pre-adolescence, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain major theories about emotional development of school-age children.
2. Describe patterns of social awareness and self-understanding during the school-age years.
3. Explain the role of peer groups in a school-age child's emotional development.
4. Describe the emotional effects of family crises and issues on a school-age child:
    - 4a. divorce
    - 4b. blended family
    - 4c. single parenthood
    - 4d. family income and socioeconomic status
    - 4e. culture and ethnicity
5. Discuss the influence of parents and teachers on social and emotional development of school-age children.

Competency 5.3:

Demonstrate an understanding of a child's emotional development from age six through pre-adolescence.

Suggested Activities:

1. View and discuss the film on the importance of peer relationships in a child's life.

2. Research and write a paper on the effects of divorce on school-age children.

References:

Insight Media. The Child's Personality. videotape.

Kantrowitz, Barbara. "Breaking The Divorce Cycle." Newsweek, January 13, 1992, pp. 48-53.

GROWTH AND DEVELOPMENT: CONCEPTION THROUGH PRE-ADOLESCENCE

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

1.1 Understand the role of child development study in the early childhood professions.

Cognitive

1. List the goals of studying child development.
2. Explain the purpose of child development research.
3. Identify and define the three domains in the study of child development.
4. Discuss major controversial areas in the study of child development.
5. Define the scientific method.
6. Describe the steps involved in the scientific method.
7. Describe ethical issues involved in developmental research.
8. Describe the effect of child development research on the early childhood professions.

GRADING PERIODS

1	2	3	4	5	6

	1	2	3	4	5	6
9. Identify examples of child development research results that are used in child care settings.						
10. Explain the importance of confidentiality when gathering information for purposes of studying child development.						

1.2 Analyze the major child development theories.

Cognitive

1. Explain developmental theory.						
1a. Describe examples of developmental theory used to explain child development and behavior.						
2. Explain the major focus of psychoanalytic theories.						
2a. Describe examples of a psychoanalytic theory used to explain child development and behavior.						
3. Explain the major fours of learning theories.						
3a. Describe examples of a learning theory used to explain child development and behavior.						
3b. Define reinforcement and cite examples of negative and positive reinforcement.						
3c. Explain the concept of modeling.						
4. Explain the major focus of cognitive theories.						
4a. Describe examples of a cognitive theory.						
5. Define ethological theory.						
5a. Describe examples of an ethological theory used to explain child development and behavior.						
6. Identify the components of a sound theory.						
7. Evaluate the major theories citing strengths and weaknesses of each.						
8. Explain why most early childhood professionals have an eclectic approach.						
9. Explain how and when theories should be applied in a child care setting.						

1.3 Demonstrate an understanding of ethical behavior needed when applying devleopment theories in a child care setting.

Cognitive

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to child development principles and research:
   - I-1.2 "To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child."
   - I-1.4 "To appreciate the special vulnerability of each child."
   - I-2.1 "To develop relationships of mutual trust with the families we serve."
   - P-2.6 "We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent."
   - I-4.3 "To work, through education, research, and advocacy, toward an environmentally safe world in which all children are adequately fed, sheltered, and nurtured."
   - I-4.4 "To work, through education, research, and advocacy, toward a society in which all young children have access to quality programs."
   - I-4.5 "To promote knowledge and understanding of young children and their needs."
   - I-4.6 "To support policies and laws that promote the well-being of children and families."

1	2	3	4	5	6

Application

1	2	3	4	5	6

1. Using role play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.

2.1 Demonstrate an understanding of a child's life from conception through the birth process.

Cognitive

1. Explain the process of conception.
2. Define gene.
3. Define chromosome.
4. Describe physical characteristics that follow the dominant-recessive gene pattern.
5. Describe common genetic disorders that are inherited through the recessive gene pattern.
6. Describe common chromosomal abnormalities.
7. Discuss ethical issues that genetics research generates.
8. Describe significant developments that occur in each of the three trimesters of prenatal development.
9. Define teratogen.
10. Identify and describe possible teratogens and their effects on the developing embryo or fetus.
11. Describe the impact to the unborn of its parent's emotional and physical health.
12. Identify prenatal diagnostic tests and the purposes of each.
13. Describe the three stages of labor and their impact on the child.
14. Discuss methods of delivery and point out the advantages and disadvantages of each.
15. Describe the process of early parent-infant bonding and its impact upon the newborn child.

16. Explain the normal reflexes in a newborn child.
17. Explain maternal and paternal adjustments to the newborn.

1	2	3	4	5	6

3.1 Demonstrate an understanding of a child's physical growth and development from newborn through age two.

Cognitive

1. Describe growth and development patterns in infants to include:
   - 1a. body proportions.
   - 1b. bone.
   - 1c. muscle.
   - 1d. the brain.
   - 1e. digestion.
   - 1f. breathing.
   - 1g. circulation.
   - 1h. hearing.
2. Compare the body proportions of a newborn with those of an adult.
3. Describe reflexes that are critical for infant survival.
4. Explain the beneficial effects of breast milk for an infant.
5. Explain the procedure and time interval of introducing solid food.
6. Describe a well-balanced diet for an infant at:
   - one month
   - three months
   - six months
   - nine months
   - twelve months
   - eighteen months
   - twenty-two months

7. Identify the causes and results of malnutrition during the first two years of a child's life.
8. List ways parents and caregivers can promote physical development in infants and toddlers.

1	2	3	4	5	6

3.2 Demonstrate an understanding of a child's congitive devleopment from newborn through age two.

Cognitive

1. Describe the development of perception from the time a child is a neonate through age two.
2. Identify and define the six-stage sequence of sensimotor intelligence as described by Piaget.
3. Describe language development in infants and toddlers.
4. Compare and contrast major language development theories.
5. List ways parents and caregivers can promote cognitive development in infants and toddlers.

3.3 Demonstrate an understanding of a child's emotional and social devleopment from newborn through age two.

Cognitive

1. Identify emotions developed and expressed by infants during the first two years of life.
2. Define basic emotions expressed during the first two years of life:
   2a. social smiles
   2b. fear of strangers
   2c. separation anxiety
3. Describe social development during the first two years of life.

4.1 Demonstrate an understanding of a child's physical development from age three through age five.

Cognitive

1. Describe normal patterns of physical growth in children ages three through five years of age.
2. Discuss motor development in children ages three through five years of age.
3. Compare and contrast physical development in boys and girls.
4. Explain factors which affect individual differences in children's:
    - 4a. physical development.
    - 4b. activity levels.
    - 4c. gross and fine motor skills.

1	2	3	4	5	6

4.2 Demonstrate an understanding of a child's cognitive development from age three through age five.

Cognitive

1. Identify and explain the characteristics of preoperational thought in preschool children.
2. Explain common patterns and variations of language development during the play years.
3. Explain the relationship between cognitive development and language development during the play years.
4. Describe characteristics of moral development during the play years.

4.3 Demonstrate an understanding of a child's emotional development from age three through age five.

Cognitive

1. Describe patterns of emotional growth in children ages three through five years of age.
2. Describe patterns of social growth in children ages three through five years of age.
3. Explain the relationship between self understanding and the development of social skills during the preschool years.
4. Identify and describe sex-role development theories.
5. Describe the emotional effects of family crisis and issues on a preschool age child:
   - 5a. divorce
   - 5b. blended family
   - 5c. single parenthood
   - 5d. family income and socioeconomic status
   - 5e. culture and ethnicity

1	2	3	4	5	6

5.1 Demonstrate an understanding of a child's physical development from age six through pre-adolescence.

Cognitive

1. Describe normal patterns of physical growth during middle childhood.
2. Identify common growth variations among children in middle childhood.
3. Describe motor skill development.
4. Identify types of learning disabilities and their characteristics.

5.2 Demonstrate an understanding of a child's cognitive development from age six through pre-adolescence.

Cognitive

1. Explain how children's thinking changes between the ages of five and seven.
2. Define and describe characteristics of concrete operational thought.
3. Explain the uses of achievement and aptitude tests.
4. Describe the advantages and disadvantages of achievement and aptitude tests.
5. Describe language development during the school years.

1	2	3	4	5	6

5.3 Demonstrate an understanding of a child's emotional development from age six thorough pre-adolescence.

Cognitive

1. Explain major theories about emotional development of school-age children.
2. Describe patterns of social awareness and self-understanding during the school-age years.
3. Explain the role of peer groups in a school-age child's emotional development.
4. Describe the emotional effects of family crises and issues on a school-age child:
   - 4a. divorce
   - 4b. blended family
   - 4c. single parenthood
   - 4d. family income and socioeconomic status
   - 4e. culture and ethnicity
5. Discuss the influence of parents and teachers on social and emotional development of school-age children.

Learning Environments, Activities, and Materials for Children--Ages Newborn Through Two Years

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Course Description: This is a four hour credit course which focuses on developmentally appropriate activities, guidance, and the environment for infant-toddler care. Provides for opportunities to maximize long-range development that occurs within the first three years of life, and includes writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages newborn through two years.

2.1 Plan a developmentally appropriate environment for children ages newborn through two years.

3.1 Plan a schedule appropriate for a group of children from the 0 to 35 months age range.

4.1 Plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months.

4.2 Plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months.

4.3 Plan a developmentally appropriate indoor curriculum for infants, ages 18 to 36 months.

4.4 Plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 to 36 months.

5.1 Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

5.2 Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages newborn through two years.

5.3 Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Newborn Through Two Years

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Unit 1: Needs Assessment

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages newborn through two years.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will perform assessment activities for the purpose of planning developmentally appropriate curriculum for infants and toddlers, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of understanding the range of development and growth patterns in infants and toddlers when performing assessment activities.
2. Explain the purpose of assessment in the infant/toddler room.
3. Explain the importance of communication between parents and caregivers in assessing curriculum needs.
4. Describe the components and procedures of the assessment process.
5. Describe procedures of observing and recording infant and toddler behavior for the purposes of planning.
6. Explain how to incorporate individual infant and toddler needs in the total infant/toddler program.

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages newborn through two years.

Application:

The Student will:

1. Write parent conversation questions (to include temperament, sleeping and feeding schedules, likes, dislikes, and specific needs) to gain understanding of one infant/toddler.
2. Interview parents of one infant or toddler to obtain caregiving information.
3. Record observations of the infant/toddler during sleep and awake times to determine child's capabilities and habits for planning development activities.
4. For a four week period, establish and maintain a daily log on each infant and/or toddler cared for to generate an overall development plan.

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages newborn through two years.

Suggested Activities:	References:
1. Role play asking questions to a parent of a newly enrolled infant to gather needs and assessment information.	
2. Play "Trivial Pursuits" game about the growth and development of infants and toddlers using instructor and student written questions.	Friedman, Jenny. "First Year Milestones." Annual Editions: Early Childhood Education (92/93), pp. 54-58.
3. Write a parent information letter telling the parent how you would support her in breastfeeding her child while at the center.	
4. View instructor prepared or "The Amazing Newborn" video (without audio) of infants in different arousal states. Identify and discuss each state.	
5. Complete a self-evaluation form based upon the "Principles of Caregiving."	Gonzalez-Mena, Janet. Infants, Toddlers, and Caregivers.
6. Distinguish between different types of crying, and discuss when and when not to approach a crying infant.	Salter, A. The Aware Baby: A New Approach To Parenting.
7. Role play conflict resolution techniques using a culturally sensitive approach to parent-caregiver disagreements.	Gonalez-Mena, Janet. "Taking A Culturally Sensitive Approach In Infant-Toddler Programs." Young Children (January, 1992), pp. 4-9.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Newborn Through Two Years

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Unit 2: Environmental Planning

Competency 2.1:

Plan a developmentally appropriate environment for children ages newborn through two years.

Terminal Performance Objective:

Given a group of infants, text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate environment for infants ages newborn through two years, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

Early Infants, ages 0 months to 9 months

1. Describe the behaviors of infants, ages 0 months to 9 months.
2. Identify the components of a stimulating indoor environment for infants, ages 0 to 9 months of age.
3. Identify the components of a stimulating outdoor environment for infants, ages 0 to 9 months of age, noting unique needs of this age.
4. Describe the age appropriate environmental components for an infant room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components in the early infant environment to include accident prevention and sanitation.

Competency 2.1:

Plan a developmentally appropriate environment for children ages newborn through two years.

Cognitive:

6. Describe age appropriate environmental components for an early infant outdoor play area to include safety guidelines, the use of space and space arrangements, permanent and portable playground equipment, and materials.

Mobile Infants, age 9 months to 18 months

1. Review the behaviors of mobile infants, ages 9 to 18 months.
2. Review the components of a stimulating indoor environment for infants, ages 9 to 18 months of age, noting unique needs.
3. Review the components of a stimulating outdoor environment for infants, ages 9 to 18 months of age, noting unique needs.
4. Describe the age appropriate environmental components for a mobile infant room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components unique to the mobile infant environment to include accident prevention and sanitation.
6. Describe age appropriate environmental components for an early infant outdoor play area to include safety guidelines and the use of space and space arrangements, permanent and portable playground equipment, and materials.

Toddlers, Ages 18 months to 36 months

1. Identify the behaviors of toddlers, ages 18 to 36 months.
2. Identify the components of a stimulating indoor environment for toddlers, ages 18 to 36 months of age.
3. Identify the components of a stimulating outdoor environment for toddlers, ages 18 to 36 months.
4. Describe the age appropriate environmental components for a toddler room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components in the toddler environment to include accident prevention and sanitation.
6. Describe age appropriate environmental components for an outdoor play area for toddlers to include safety guidelines, the use of space and space arrangements, permanent and portable playground equipment, and materials.

Competency 2.1:

Plan a developmentally appropriate environment for children ages newborn through two years.

Application:

The Student will:

1. Design one environment for a child care setting which serves one of the following age groups: early infants, mobile infants, or toddlers.

   Early Infants

   1a. Plan a home-like environment with spaces for sleeping, eating, playing, and diapering.
   1b. Create private, soft, and cozy areas in the indoor and outdoor environment where infants can be alone.
   1c. Select toys and decorations that reflect the family backgrounds of the infants in the room.
   1d. Place decorations at the age level of the infant. (e.g. when in crib, when on floor)
   1e. Provide open areas with a variety of surfaces for infants to move around.
   1f. Provide platforms, ramps, and low furniture for exploration and pulling up.
   1g. Set up room so that each infant can be seen.

   Mobile Infants

   1a. Design open spaces with a variety of textures to move on -- hard floors, rugs, grass.
   1b. Design for changes in environment to keep up with each child's growth.
   1c. Design safe areas within provider's eye sight where children can have privacy.
   1d. Provide handholds or low furniture to grab hold of.

   Toddlers

   1a. Design an indoor/outdoor environment where toddlers can move and explore with a minimum of restriction.
   1b. Organize the room with space for tumbling, rolling, and climbing.
   1c. Create well-defined and well-equipped interest centers.

Competency 2.1:

Plan a developmentally appropriate environment for children ages newborn through two years.

Application:

  1d. Arrange the environment to facilitate an understanding of limits, making clear choices, and developing a sense of order.
  1e. Define separate spaces outdoors for active and quiet play.
  1f. Provide indoor and outdoor equipment that encourages small motor development.
  1g. Provide equipment and materials that develop new skills using large muscles.
  1h. Provide open shelves so children can reach the material they need.
2. Evaluate the designed room for safety using a prepared safety checklist.

Competency 2.1:

Plan a developmentally appropriate environment for children ages newborn through two years.

Suggested Activities:

1. Tour an infant room in a child care center and evaluate the environment and equipment.

2. View and analyze teacher made slides of infant rooms.

3. Research equipment, furniture, toys and materials in catalogs, fabric store pattern books, specialty stores, and list appropriate, needed items for an infant room (one age range).

References:

Gonzalez. *Infants, Toddlers, and Caregivers*.

Harms, Thelma. "Finding Good Child Care." *Parents* (August, 1986), pp. 4-9.

Jacks, Phyllis. "Infants." *Room To Grow*, pp. 21-26.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Newborn Through Two Years

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Unit 3: Scheduling

Competency 3.1:

Plan a schedule appropriate for a group of children from the 0 to 36 months age range.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will plan a schedule appropriate for a group of children from the 0 to 36 months age range, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of daily scheduling in rooms serving children 0 to 36 months of age.
2. Explain the purpose of adapting the schedule to fit each child's needs.
3. Describe the purpose and components of weekly and monthly planning to include use of themes, visitors, and sensory experiences.
4. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.

Competency 3.1:

Plan a schedule appropriate for a group of children from the 0 to 36 months age range.

Application:

The Student will complete steps for one of the following age groups-- Early Infants- 0 to 9 months; Mobile Infants- 9 to 18 months; Toddlers- 18 to 36 months:

1. Observe a group of four or more children for a five day period and record their sleep, awake, and play habits.
2. Make a chart of sleep, eating, wakefulness, and play habits for self use and use with parents.
3. Write a one month schedule to include activity and interest center plans, use of themes, and sensory experiences.
4. From the one month's schedule, write a one week schedule to include time periods for each activity.
5. From the one week schedule, write a daily schedule to include blank spaces for individual infant activity, and individual attention to each child.

Competency 3.1:

Plan a schedule appropriate for a group of children from the 0 to 36 months age range.

Suggested Activities:	References:
1. Review and evaluate commercial infant/ toddler programs for appropriate scheduling, activities. 2. Divide into groups to list differences between schedules for infants and toddlers. Report to class.	

COURSE: Learning Environments, Activities, and Materials for Children--Ages Newborn Through Two Years

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Unit 4: Curriculum Planning

Competency 4.1:

Plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months.

Terminal Performance Objective:

Given a group of infants, text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors unique to this age.
2. Describe the components of an appropriate and stimulating environment for infants, 0-9 months.
3. Explain the purpose and goal of each of the following curriculum elements for an infant, 0 to 9 months:
    - 3a. trust
    - 3b. play
    - 3c. physical movement
    - 3d. language arts
    - 3e. communication
    - 3f. motor skills
    - 3g. visual stimulation
    - 3h. thinking skills

Competency 4.1:

Plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months.

Cognitive:

    3i. attention span
    3j. multicultural awareness

4. Identify the components of an appropriate and stimulating environment for infants, 0 to 9 months.

Application:

The Student will:

1. Plan and write two or more activities which facilitate development for each of the following:
    - 1a. trust
    - 1b. playfulness
    - 1c. physical movement
    - 1d. language
    - 1e. communication
    - 1f. motor skills
    - 1g. visual stimulation
    - 1h. thinking skills
    - 1i. problem solving
    - 1j. attention span
    - 1k. multicultural awareness
2. Plan and write two or more activities which integrate two or more concepts.

Competency 4.1:

Plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months.

Suggested Activities:	References:
1. Observe an infant and list spontaneous play activities the child engages in.	Pugmire-Stoy, M.C. Spontaneous Play, pp. 33-35.
2. Prepare activity cards from at least five sources for infants, 0-9 months.	Cataldo, C.Z. Infant And Toddler Programs: A Guide To Very Early Childhood Education. Maxim, S.W. The Source Book: Activities For Infants and Young Children.
3. Make and demonstrate an age appropriate toy for a 3 month-old that meets safety and developmental criteria.	Shea, Jan Fisher. No Bored Babies: A Guide To Making Developmental Toys For Babies Birth- Age Two.
4. Work in groups, according to interest centers, and develop and present ideas for the center related to a class chosen theme, e.g. "Red", or "Family".	
5. Prepare an activity file with cards for each curriculum area.	
6. Evaluate commercial toys for age-appropriateness and safety.	
7. Teach a song, appropriate for infants, to the class.	Weissman, Jackie. Songs To Sing With Babies.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Newborn Through Two Years

Unit 4: Curriculum Planning

Competency 4.2:

Plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months.

Terminal Performance Objective:

Given a group of infants, text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors unique to this age. (Intense feelings, rapid changes in mood, energy).
2. Describe the components of a stimulating curriculum for mobile infants which emphasize discovery.
3. Explain the purpose and goal of each of the following curriculum elements for a mobile infant:
    - 3a. discovery learning
    - 3b. hand eye coordination
    - 3c. physical movement
    - 3d. small motor skills
    - 3e. language arts
    - 3f. communication skills
    - 3g. creativity

Competency 4.2:

Plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months.

Cognitive:

3h. problem solving
3i. multicultural awareness

4. List and describe three or more developmentally appropriate activities for each of the elements listed in 4.2:3 above.

Application:

The Student will:

1. For each of the following, plan and write two or more activities which facilitate development:
    1a. discovery learning
    1b. eye-hand coordination
    1c. physical movement
    1d. small motor skills
    1e. language arts
    1f. communication skills
    1g. creativity
    1h. problem solving
    1i. multicultural awareness
2. Plan and write two or more activities which integrate two or more learning concepts.

Competency 4.2:

Plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months.

Suggested Activities:	References:
1. View the video "Space To Grow", complete a viewer's guide, and participate in class discussion.	
2. Prepare an activity file with cards for each curriculum area.	
3. Observe an infant and list the spontaneous play activities she engages in.	Stoy, Pugmire, M.C. Spontaneous Play, pp. 37-45.
4. Make up a game, including materials, and demonstrate for classmates.	Weissman, Jackie. Games To Play With Babies.
5. Survey a children's library and list books appropriate for this age range. Choose one book and demonstrate to the class how you would read it to the child.	
6. Survey catalogs for infants/toddlers and list materials, toys appropriate for this age range. Select five toys and write how they could be used for a variety of teacher-directed and/or child-directed activities.	

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Newborn Through Two Years

Unit 4: Curriculum Planning

Competency 4.3:

Plan a developmentally appropriate indoor curriculum for children, ages 18 months to 36 months.

Terminal Performance Objective:

Given a group of children, text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate indoor curriculum for children, ages 18 months to 36 months, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors unique to this age.
2. Describe the components of a stimulating curriculum for toddlers which emphasizes play.
3. Explain the purpose and goal of each of the following curriculum elements for toddlers, ages 18 to 36 months:
    - 3a. multisensory learning
    - 3b. cause and effect
    - 3c. large muscles
    - 3d. small muscles
    - 3e. problem solving
    - 3f. language arts
    - 3g. creativity

Competency 4.3:

Plan a developmentally appropriate indoor curriculum for children, ages 18 months to 36 months.

Cognitive:

3h. communication
3i. multicultural awareness
4. List and describe three or more developmentally appropriate activities for each of the elements listed in 4.2:3 above.

Application:

The Student will:

1. For each of the following, plan and write two or more activities which facilitate development:
    - 1a. understanding of cause and effect
    - 1b. multi-sensory learning
    - 1c. large muscles
    - 1d. small muscles
    - 1e. problem solving
    - 1f. language arts
    - 1g. creativity
    - 1h. communication
    - 1i. multicultural awareness
2. Plan and write two or more activities which integrate two or more learning concepts.

Competency 4.3:

Plan a developmentally appropriate indoor curriculum for children, ages 18 months to 36 months.

Suggested Activities:	References:
1. Read Honig's book and select two activities to demonstrate for classmates. Evaluate each game for suitability to a specific age range.	Honig, Alice. Playtime Learning Games For Young Children.
2. Make and demonstrate an age appropriate toy for toddlers that meets safety and developmental criteria.	Miller, Karen. Things To Do With Toddlers And Twos.
3. Observe a toddler room and report to class about one multicultural or anti-bias activity observed.	
4. Working in groups, develop and present ideas, according to chosen interest center, on activities for a one week theme unit, e.g., "farm animals", "shapes".	
5. Prepare a teaching file with activity idea cards for each curriculum area.	
6. Visit a children's clothing store and evaluate articles of clothing for appropriateness in relation to self-help skills. Write a letter to center parents, based on the visit, recommending specific types of clothing for children to wear to center.	
7. Teach a song, appropriate for toddlers, to the class.	
8. Observe an older toddler and list the spontaneous play activities she engages in.	Stoy-Pugmire, M.C. Spontaneous Play, pp. 50-56.

COURSE: Learning Environments, Activities, and Materials for Children-- Ages Newborn Through Two Years

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Unit 4: Curriculum Planning

Competency 4.4:

Plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 to 36 months.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 months to 36 months, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of utilizing the outdoors as much as possible in curriculum planning.
2. Describe materials and supplies appropriate for, and interchangeable from, inside to outside, for each of the three age ranges.
3. Identify and describe safety precautions specific to infants and toddlers that caregivers must plan for when planning outdoor activities.
4. Identify and describe the purpose and components of incorporating a fine motor area for infants and toddlers to include sand and water, soil digging, riding toys, climbing structures, and art area for toddlers.

Competency 4.4:

Plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 to 36 months.

Application:

The Student will:

1. Write two activities for one age range (0 to 9 months, 9 to 18 months or 18 to 36 months) of children for each of the following curriculum areas:
   - 1a. fine motor skills
   - 1b. water/sand
   - 1c. soil digging
   - 1d. grasping or climbing
   - 1e. art
   - 1f. language
   - 1g. communication
2. Write an activity adaptation to meet the needs of a child with special needs.

Competency 4.4:

Plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 to 36 months.

Suggested Activities:

1. Read resource material and list qualities of a developmentally appropriate outdoor environment for infants and toddlers.

2. List requirements, rules, do's and don'ts for outdoor water play involving infants and toddlers.

References:

Frost, Joe. Play and Playscapes, pp. 258-271.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Newborn Through Two Years

Unit 5: Teaching Behaviors

Competency 5.1:

Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the procedures for establishing and maintaining a weekly log on each child.
2. Explain the procedures for establishing and maintaining daily communication and feedback with parents of infants and toddlers.
3. Describe teacher behaviors which facilitate trust and comfort in infants and toddlers.
4. Describes teacher behaviors which increase learning in infants and toddlers.

Competency 5.1:

Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Application:

Infants, ages 0 to 18 months

1. Establish and maintain a weekly log on two infants to generate overall development plans.
2. Establish and maintain daily communication and feedback with parents of the infants.
3. Increase self-esteem and trust by responding quickly to cries or calls of distress.
4. Give infants advance notice of what will happen next.
5. Consistently respond to infants' needs for food and comfort during:
    - eating
    - diapering
    - reading activities
    - signals for sleep
6. Hold infants while feeding with bottles. Never prop bottles.
7. Generate trust by frequently smiling, hugging, and holding infants cared for.
8. Increase infants' socialization and listening skills by talking during daily routines:
    - in a pleasant, soothing voice
    - using soothing language
    - making frequent eye contact
    - using gentle, supportive responses
    - varying intonation of voice
9. Ask questions that encourage infants to think and talk.
10. Employ active listening skills.
11. Interact with infants utilizing language play and language games to enhance speech development.
12. Illustrate enjoyment of literature by reading a variety of age appropriate books.
13. Offer choices from a wide variety of materials to play with.
14. Give praise for accomplishments.

Competency 5.1:

Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Application:

Toddlers, ages 18 months to 36 months

1. Establish and maintain a weekly log on two children to generate overall development plans.
2. Establish and maintain daily communication and feedback with parents of the children.
3. Increase self esteem by expressing pleasure and interest in toddlers' words and actions.
4. Model interactions desired in children.
5. Redirect toddlers patiently to help guide them toward controlling their behavior.
6. Tell toddlers they are still liked even when unhappy or angry.
7. Encourage toddlers to dress, feed and do other self-help skills for themselves.
8. Facilitate toileting skills through role play with dolls.
9. Repeat games or activities so skills can be mastered.
10. Use open-ended and object ended questions to stimulate thinking.
11. Encourage problem solving.
12. Allow toddlers to learn from their mistakes.
13. Employ active listening skills to encourage toddler's attempts to communicate.
14. Use simple gestures to assist toddler communication.
15. Demonstrate cause and effect using a variety of activities.
16. Illustrate the enjoyment of literature by reading a variety of age appropriate books.

Competency 5.1:

Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Suggested Activities:	References:
1. Using infant size mannequins, role play appropriate responses: • You are changing five-month-old Marcia's diaper. • Eight-month-old Terry sees his favorite stuffed toy and begins to creep towards it. • Eleven-month-old Judy points to the cabinet and says, "Cracker." • Twenty-month-old Grant stands at the door and says, "Go home." "Mommy."	
2. Prepare and implement an appropriate activity which includes: • goal • objective • theme • materials needed • procedure • guidance techniques • evaluation	Hildebrand, Verna. Introduction To Early Childhood Education.
3. Observe a variety of caregivers of toddlers and record instances of behaviors the teachers stop. What appears to be their reasons for doing so? Discuss findings with classmates.	
4. Observe a caregiver and evaluate behaviors: • diapering. • at meal time.	Agency For Instructional Technology. Caring For Infants, Caring For Toddlers. (videos).

Competency 5.1:

Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Suggested Activities:

- when feeding a bottle.
- when putting down for a nap.

Role play appropriate techniques to use when caring for an infant.

5. Role play the redirecting of infants' and toddlers' behaviors from teacher prepared situations.

6. Observe the caregiver of an infant and evaluate her response to the child.

References:

Wilson, LaVisa. Infants and Toddlers: Curriculum And Teaching.

"Baby Talk: Understanding Infant Body Language." Texas Child Care Quarterly, (Winter 1991), pp. 13-19.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Newborn Through Two Years

Unit 5: Teaching Behaviors

Competency 5.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children newborn through two years.

Terminal Performance Objective:

Given a group of young children, a group of colleagues, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of teamwork skills needed in a child care setting serving children newborn through two years, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork in a child care setting serving infants and toddlers.
2. Describe interpersonal skills needed to work effectively in a team:
    - 2a. cross-cultural awareness and sensitivity
    - 2b. oral communication skills
    - 2c. disclosure
    - 2d. observation
    - 2e. giving feedback
    - 2f. role clarification/negotiation through goal setting
3. Describe negotiation skills needed to overcome disagreements that occur among team members:
    - 3a. objectively focusing on problem
    - 3b. problem solving strategies

Competency 5.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children newborn through two years.

Cognitive:

4. Identify teamwork skills needed to pool talents to pursue common center goals:
    - 4a. assessment of individual and team capabilities
    - 4b. establish team goals
    - 4c. identify performance standards
    - 4d. provide feedback
    - 4e. provide support
    - 4f. problem solving strategies

Application:

The Student will:

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves infants and toddlers.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

Competency 5.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children newborn through two years.

Suggested Activities:	References:
1. To gain awareness of own cultural characteristics, draw a bag and write in the bag behaviors, beliefs, attitudes, customs that define your culture. Share information with classmates. Reflect and describe how some of these attitudes and behaviors will benefit or hinder interpersonal relationships with colleagues.	
2. Observe an infant and/or toddler room with two or more caregivers. Using an instructor prepared checklist, evaluate the caregivers on teamwork skills displayed: • cross-cultural sensitivity and awareness • oral communication skills • disclosure • observation • giving feedback • role clarification/ negotiation	
3. Take the "Very Personal Test For Teachers". Write goals for improving self-awareness and understanding of other cultural groups.	San Antonio College. Child Development Department. "A Very Personal Test For Teachers." (see Appendix).

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Newborn Through Two Years

Unit 5: Teaching Behaviors

Competency 5.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages newborn through two years:
   1a. ethical responsibilities to children
   1b. ethical responsibilities to families
   1c. ethical responsibilities to colleagues
   1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

Competency 5.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Application:

The Student will:

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

Competency 5.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Suggested Activities:

1. Respond to ethical case study situations:
    - You go on an unscheduled home visit of a 12 month-old infant in your center. The parents aren't there, but an eight year-old brother says he is watching the baby. The infant is crying in her crib and appears to need a diaper change. What do you say to the parents the next time you see them at the center?
    - A mother wishes to breast-feed her son twice a day the two times you take a daily outing with the four infants in your care. What do you do?
    - The center director has just read a series of books on teaching infants to read. She wants you to enroll in a local program and begin this "innovative" program with the infants in your care. What do you say?

References:

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LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR CHILDREN--AGES NEWBORN THROUGH TWO YEARS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - No Exposure or Experience in this Area

1.1 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages newborn through two years.

Cognitive

1. Explain the importance of understanding the range of development and growth patterns in infants and toddlers when performing assessment activities.
2. Explain the purpose of assessment in the infant/toddler room.
3. Explain the importance of communication between parents and caregivers in assessing curriculum needs.
4. Describe the components and procedures of the assessment process.
5. Describe procedures of observing and recording infant and toddler behavior for the purposes of planning.

GRADING PERIODS

1	2	3	4	5	6

Application

1. Write parent conversation questions (to include temperament, sleeping and feeding schedules, likes, dislikes, and specific needs) to gain understanding of one infant/toddler.
2. Interview parents of one infant or toddler to obtain caregiving information.
3. Record observations of the infant/toddler during sleep and awake times to determine child's capabilities and habits for planning development activities.
4. For a four week period, establish and maintain a daily log on each infant and/or toddler cared for to generate an overall development plan.

1	2	3	4	5	6

2.1 Plan a developmentally appropriate environment for children ages newborn through two years.

Cognitive

Early Infants, ages 0 months to 9 months

1. Describe the behaviors of infants, ages 0 months to 9 months.
2. Identify the components of a stimulating indoor environment for infants, ages 0 to 9 months of age.
3. Identify the components of a stimulating outdoor environment for infants, ages 0 to 9 months of age, noting unique needs of this age.
4. Describe the age appropriate environmental components for an infant room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components in the early infant environment to include accident prevention and sanitation.
6. Describe age appropriate environmental components for an early infant outdoor play area to include safety guidelines, the use of space and space arrangements, permanent and portable playground equipment, and materials.

Mobile Infants, age 9 months to 18 months

1. Review the behaviors of mobile infants, ages 9 to 18 months.
2. Review the components of a stimulating indoor environment for infants, ages 9 to 18 months of age, noting unique needs.
3. Review the components of a stimulating outdoor environment for infants, ages 9 to 18 months of age, noting unique needs.
4. Describe the age appropriate environmental components for a mobile infant room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components unique to the mobile infant environment to include accident prevention and sanitation.
6. Describe age appropriate environmental components for an early infant outdoor play area to include safety guidelines and the use of space and space arrangements, permanent and portable playground equipment, and materials.

1	2	3	4	5	6

Toddlers, Ages 18 months to 36 months

1. Identify the behaviors of toddlers, ages 18 to 36 months.
2. Identify the components of a stimulating indoor environment for toddlers, ages 18 to 36 months of age.
3. Identify the components of a stimulating outdoor environment for toddlers, ages 18 to 36 months.
4. Describe the age appropriate environmental components for a toddler room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
5. Describe health and safety components in the toddler environment to include accident prevention and sanitation.
6. Describe age appropriate environmental components for an outdoor play area for toddlers to include safety guidelines, the use of space and space arrangements, permanent and portable playground equipment, and materials.

Application

1. Design one environment for a child care setting which serves one of the following age groups: early infants, mobile infants, or toddlers.

Early Infants

1a. Plan a home-like environment with spaces for sleeping, eating, playing, and diapering.
1b. Create private, soft, and cozy areas in the indoor and outdoor environment where infants can be alone.
1c. Select toys and decorations that reflect the family backgrounds of the infants in the room.
1d. Place decorations at the age level of the infant. (e.g. when in crib, when on floor)
1e. Provide open areas with a variety of surfaces for infants to move around.
1f. Provide platforms, ramps, and low furniture for exploration and pulling up.
1g. Set up room so that each infant can be seen.

1	2	3	4	5	6

Mobile Infants

1a. Design open spaces with a variety of textures to move on -- hard floors, rugs, grass.
1b. Design for changes in environment to keep up with each child's growth.
1c. Design safe areas within provider's eye sight where children can have privacy.
1d. Provide handholds or low furniture to grab hold of.

Toddlers

1a. Design an indoor/outdoor environment where toddlers can move and explore with a minimum of restriction.
1b. Organize the room with space for tumbling, rolling, and climbing.
1c. Create well-defined and well-equipped interest centers.
1d. Arrange the environment to facilitate an understanding of limits, making clear choices, and developing a sense of order.
1e. Define separate spaces outdoors for active and quiet play.
1f. Provide indoor and outdoor equipment that encourages small motor development.
1g. Provide equipment and materials that develop new skills using large muscles.
1h. Provide open shelves so children can reach the material they need.
2. Evaluate the designed room for safety using a prepared safety checklist.

1	2	3	4	5	6

3.1 Plan a schedule appropriate for a group of children from the 0 to 36 months age range.

Cognitive

1. Explain the purpose of daily scheduling in rooms serving children 0 to 36 months of age.
2. Explain the purpose of adapting the schedule to fit each child's needs.
3. Describe the purpose and components of weekly and monthly planning to include use of themes, visitors, and sensory experiences.
4. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.

Application

The Students will complete steps for one of the following age groups-- Early Infants- O to 9 months, Mobile Infants- 9 to 18 months, Toddlers- 18 to 36 months:

1. Observe a group of four or more children for a five day period and record their sleep, awake, and play habits.
2. Make a chart of sleep, eating, wakefulness, and play habits for self use and use with parents.
3. Write a one month schedule to include activity and interest center plans, use of themes, and sensory experiences.
4. From the one month's schedule, write a one week schedule to include time periods for each activity.
5. From the one week schedule, write a daily schedule to include blank spaces for individual infant activity, and individual attention to each child.

1	2	3	4	5	6

4.1 Plan a developmentally appropriate indoor curriculum for infants, ages 0 to 9 months.

Cognitive

1. Identify the behaviors unique to this age.
2. Describe the components of an appropriate and stimulating environment for infants, 0-9 months.
3. Explain the purpose and goal of each of the following curriculum elements for an infant, 0 to 9 months:
    3a. trust
    3b. play
    3c. physical movement
    3d. language arts
    3e. communication
    3f. motor skills
    3g. visual stimulation

3h. thinking skills
3i. attention span
3j. multicultural awareness

4. Identify the components of an appropriate and stimulating environment for infants, 0 to 9 months.

1	2	3	4	5	6

Application

1. Plan and write two or more activities which facilitate development for each of the following:
   1a. trust
   1b. playfulness
   1c. physical movement
   1d. language
   1e. communication
   1f. motor skills
   1g. visual stimulation
   1h. thinking skills
   1i. problem solving
   1j. attention span
   1k. multicultural awareness
2. Plan and write two or more activities which integrate two or more concepts.

4.2 Plan a developmentally appropriate indoor curriculum for infants, ages 9 to 18 months.

Cognitive

1. Identify the behaviors unique to this age. (Intense feelings, rapid changes in mood, energy).

2. Describe the components of a stimulating curriculum for mobile infants which emphasizes discovery.
3. Explain the purpose and goal of each of the following curriculum elements for a mobile infant:
    - 3a. discovery learning
    - 3b. hand eye coordination
    - 3c. physical movement
    - 3d. small motor skills
    - 3e. language arts
    - 3f. communication skills
    - 3g. creativity
    - 3h. problem solving
    - 3i. multicultural awareness
4. List and describe three of more developmentally appropriate activities for each of the elements listed in 4.2:3 above.

1	2	3	4	5	6

Application

1. Plan and write two or more activities which facilitate development for each of the following:
    - 1a. discovery learning
    - 1b. eye-hand coordination
    - 1c. physical movement
    - 1d. small motor skills
    - 1e. language arts
    - 1f. communication skills
    - 1g. creativity
    - 1h. problem solving
    - 1i. multicultural awareness

2. Plan and write two or more activities which integrate two or more learning concepts.

1	2	3	4	5	6

4.3 Plan a developmentally appropriate indoor curriculum for children, ages 18 months to 36 months.

Cognitive

1. Identify the behaviors unique to this age.
2. Describe the components of a stimulating curriculum for toddlers which emphasizes play.
3. Explain the purpose and goal of each of the following curriculum elements for toddlers, ages 18 to 36 months:
   3a. multisensory learning
   3b. cause and effect
   3c. large muscles
   3d. small muscles
   3e. problem solving
   3f. language arts
   3g. creativity
   3h. communication
   3i. multicultural awareness
4. List and describe three or more developmentally appropriate activities for each of the elements listed in 4.2:3 above.

Application

1. Plan and write two or more activities which facilitate development for each of the following:
   - 1a. understanding of cause and effect
   - 1b. multi-sensory learning
   - 1c. large muscles
   - 1d. small muscles
   - 1e. problem solving
   - 1f. language arts
   - 1g. creativity
   - 1h. communication
   - 1i. multicultural awareness
2. Plan and write two or more activities which integrate two or more learning concepts.

1	2	3	4	5	6

4.4 Plan a developmentally appropriate outdoor curriculum for infants and toddlers, ages 0 to 36 months.

Cognitive

1. Explain the importance of utilizing the outdoors as much as possible in curriculum planning.
2. Describe materials and supplies appropriate for, and interchangeable from, inside to outside, for each of the three age ranges.
3. Identify and describe safety precautions specific to infants and toddlers that caregivers must plan for when planning outdoor activities.
4. Identify and describe the purpose and components of incorporating a fine motor area for infants and toddlers to include sand and water, soil digging, riding toys, climbing structures, and art area for toddlers.

Application

1. Write two activities for one age range (0 to 9 months, 9 to 18 months or 18 to 36 months) of children for each of the following curriculum areas:
    1a. fine motor skills
    1b. water/sand
    1c. soil digging
    1d. grasping or climbing
    1e. art
    1f. language
    1g. communication
2. Write an activity adaptation to meet the needs of a child with special needs.

1	2	3	4	5	6

5.1 Use developmentally appropriate behaviors with infants and toddlers, ages newborn through two years of age.

Cognitive

1. Explain the procedures for establishing and maintaining a weekly log on each child.
2. Explain the procedures for establishing and maintaining daily communication and feedback with parents of infants and toddlers.
3. Describe teacher behaviors which facilitate trust and comfort in infants and toddlers.
4. Describes teacher behaviors which increase learning in infants and toddlers.

Application

Infants, ages 0 to 18 months

1. Establish and maintain a weekly log on two infants to generate overall development plans.
2. Establish and maintain daily communication and feedback with parents of the infants.
3. Increase self-esteem and trust by responding quickly to cries or calls of distress.
4. Give infants advance notice of what will happen next.
5. Consistently respond to infants' needs for food and comfort during:
    - eating
    - diapering
    - reading activities
    - signals for sleep
6. Hold infants while feeding with bottles. Never prop bottles.
7. Generate trust by frequently smiling, hugging, and holding infants cared for.
8. Increase infants' socialization and listening skills by talking during daily routines:
    - in a pleasant, soothing voice
    - using soothing language
    - making frequent eye contact
    - using gentle, supportive responses
    - varying intonation of voice
9. Ask questions that encourage infants to think and talk.
10. Employ active listening skills.
11. Interact with infants utilizing language play and language games to enhance speech development.
12. Illustrate enjoyment of literature by reading a variety of age appropriate books.

1	2	3	4	5	6

		1	2	3	4	5	6
13.	Offer choices from a wide variety of materials to play with.						
14.	Give praise for accomplishments.						

Toddlers, ages 18 months to 36 months

1.	Establish and maintain a weekly log on two children to generate overall development plans.						
2.	Establish and maintain daily communication and feedback with parents of the children.						
3.	Increase self esteem by expressing pleasure and interest in toddlers' words and actions.						
4.	Model interactions desired in children.						
5.	Redirect toddlers patiently to help guide them toward controlling their behavior.						
6.	Tell toddlers they are still liked even when unhappy or angry.						
7.	Encourage toddlers to dress, feed and do other self-help skills for themselves.						
8.	Facilitate toileting skills through role play with dolls.						
9.	Repeat games or activities so skills can be mastered.						
10.	Use open-ended and object ended questions to stimulate thinking.						
11.	Encourage problem solving.						
12.	Allow toddlers to learn from their mistakes.						
13.	Employ active listening skills to encourage toddler's attempts to communicate.						
14.	Use simple gestures to assist toddler communication.						
15.	Demonstrate cause and effect using a variety of activities.						
16.	Illustrate the enjoyment of literature by reading a variety of age appropriate books.						

5.2 Demonstrate an understanding of teamwork skills needed in a child care setting serving children newborn through two years.

Cognitive

	1	2	3	4	5	6
1. Explain the need for teamwork in a child care setting serving infants and toddlers.						
2. Describe interpersonal skills needed to work effectively in a team:						
2a. cross-cultural awareness and sensitivity						
2b. oral communication skills						
2c. disclosure						
2d. observation						
2e. giving feedback						
2f. role clarification/negotiation through goal setting						
3. Describe negotiation skills needed to overcome disagreements that occur among team members:						
3a. objectively focusing on problem						
3b. problem solving strategies						
4. Identify teamwork skills needed to pool talents to pursue common center goals:						
4a. assessment of individual and team capabilities						
4b. establish team goals						
4c. identify performance standards						
4d. provide feedback						
4e. provide support						
4f. problem solving strategies						

Application

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves infants and toddlers.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

1	2	3	4	5	6

5.3 Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Cognitive

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages newborn through two years:
    - 1a. ethical responsibilities to children
    - 1b. ethical responsibilities to families
    - 1c. ethical responsibilities to colleagues
    - 1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

Application

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

Learning Environments, Activities, and Materials for Children--Ages Three Through Five Years

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Course Description: This is a four hour credit course which centers on developmentally appropriate practice during the play years. It includes developing and designing interest centers and environments for discovery learning; scheduling and planning age appropriate activities; and writing daily and weekly activities and objectives. Staff team building and ethical problem solving are embedded in course objectives.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages three through five years.

2.1 Plan a developmentally appropriate environment for children, ages three through five.

3.1 Plan a developmentally appropriate curriculum for children, ages three through five.

3.2 Plan a schedule appropriate for a group of children, ages three through five.

4.1 Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

4.2 Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

4.3 Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Three Through Five Years

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Unit 1: Needs Assessment

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages three through five years.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will perform assessment activities for the purpose of planning developmentally appropriate curriculum for preschool age children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors of children, ages three through five.
2. Explain the concept and importance of play for children.
3. Identify the range of ability levels, development, and learning styles of children, ages three through five.
4. Identify the developmental stages of play in children ages three through five.
5. Explain the purpose of assessment for the three through five year-old.
6. Explain the importance of communication between parents and caregivers in assessing curriculum needs.
7. Describe the components and procedures of the assessment process.
8. Summarize the concepts of observing and recording children's behavior for the purpose of planning appropriate programs, environments, and interactions.

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages three through five years.

Application:

The Student will:

1. Acquire and record information from parents about one child's needs, interests, capabilities, and personality.
2. For a two week period record observations of one child at play and during daily routines to determine child's capabilities, and the appropriate teaching strategies for the child.
3. List ways to incorporate the child's needs and personality into the curriculum program to stimulate learning in all developmental areas.

Competency 1.1:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:	References:
1. Read and discuss the characteristics of play as defined by research literature. List as many play activities as possible appropriate for the three through five year-old.	Ziece, Pauline and Susan Graul. "Learning To Play: Playing To Learn." Annual Editions - Early Childhood Education (92/93), pp. 146-150.
2. Given a list of developmental profiles and growth patterns of children ages 3 through 5, separate into small groups and compile a list for one age group, from the larger list, and identify those characteristics applicable to the one age group assigned. Share information with larger group.	Allen, K. Eileen, et. al. Developmental Profiles.
3. Given instructor collected sample assessment tools, critique the tools to determine the appropriateness for developmental profiles and growth patterns.	
4. Write parent interview questions for use in obtaining information about one child's needs, interests and capabilities. Share and evaluate questions with classmates.	
5. Design a checklist for use in recording observations of one child at play and during daily routines to determine appropriate classroom planning for the child.	Cohen, Dorothy, et.al. Observing and Recording The Behavior of Young Children.
6. Observe and assess one child's involvement level for purposes of identifying needs.	Beaty, Janice. Skills For Preschool Teachers, pp. 256-263.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Three Through Five Years

Unit 2: Environmental Planning

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate environment for children, ages three through five, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the components of a stimulating environment for children ages three through five.
2. Describe the age appropriate environmental components for an indoor preschool room in a child care setting to include use of space and space arrangements furniture, child made artwork and decorations, equipment, and learning materials.
3. Describe the age appropriate environmental components for a preschool outdoor play area to include use of space and space arrangements, playground equipment and materials.
4. Explain the importance of creating and adapting the play area for accessibility to all children.

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Application:

The Student will:

1. Plan and design an age appropriate indoor environment for a child care setting which serves preschool children, ages three through five.
2. Using a teacher-prepared checklist, evaluate the designed indoor environment.
3. Plan and design an outdoor play area for a group of preschool children, utilizing developmentally appropriate environmental components.
4. Using a teacher prepared checklist, evaluate the designed outdoor play area for age and developmental appropriateness.

Competency 2.1:

Plan a developmentally appropriate environment for children, ages three through five.

Suggested Activities:

1. Observe a local child care center and evaluate it using a prepared checklist for use of space.

2. Given an outdoor play area and outdoor play equipment, arrange the items in the area and be able to defend your placement. Items to place:
   - shallow wading pool
   - water table or basin for sand or water play
   - wagons and riding toys
   - balls
   - large boxes
   - climbing equipment

3. Role play, using the arranged outdoor equipment, the children's use of space, as prepared in Activity 2. Evaluate the arrangement of the outdoor environment.

4. Working in a group, redesign a local child development center's playground to provide accessibility to all children, including those with special needs.

References:

Ard, Linda. "Using Space." Room To Grow. Bowers, Candice. "Arranging Space." Room To Grow, pp. 1-20.

Frost, Joe. Play And Playscapes. pp. 295-321.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Three Through Five Years

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Unit 3: Curriculum Planning

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate curriculum for children, ages three through five, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors unique to this age.
2. Identify the needs of this age range, to include an emphasis on play.
3. Identify the characteristics of an educational approach which emphasizes choice and decision making.
4. Describe the components of a stimulating curriculum for children ages three through five:
    - 4a. wholistic learning through themes
    - 4b. utilization of indoors and outdoors
    - 4c. play concepts
    - 4d. child directed learning centers
    - 4e. use of projects, sensory experiences
    - 4f. field trips
    - 4g. balance of child directed and teacher directed activities

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Cognitive:

5. Describe the purpose and characteristics of preschool learning center components which allow for individual patterns of growth in children:
   - 5a. blocks/manipulatives
   - 5b. art
   - 5c. science
   - 5d. library
   - 5e. cooking
   - 5f. woodworking
   - 5g. sand and water
   - 5h. home living
   - 5i. dramatic play
   - 5j. consumer education (needs, wants, work)
   - 5k. mathematics
   - 5l. writing
   - 5m. physical movement
6. Describe how to choose and utilize a theme throughout the week in child-directed learning centers and in teacher-directed activities.
7. Explain the concept of integrating separate content areas into a holistic developmental approach.
8. Identify ways of integrating language, literacy, mathematics, sciences, social studies, music, and art in a holistic learning approach.
9. Explain the purpose of integrating multicultural and anti-bias activities with preschool children.
10. Identify and describe two or more multicultural, anti-bias activities to use with preschool children.
11. Explain how to adapt the facility to meet the needs of the child with special needs.
12. Describe the age appropriate curriculum components for an outdoor play area.
13. Identify and describe the purpose and components of incorporating water, sand, wood, planting, soil digging, riding toys, animals and playhouses in an outdoor play environment.
14. Explain the purpose and importance of balancing structured and unstructured activities during outdoor play time.
15. Explain how to adapt the outdoor play area to meet the needs of the child with special needs.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Application:

The Student will:

1. Plan two or more activities which facilitate development in each of the following content areas:
    - 1a. language arts, whole language, phonetics
    - 1b. science
    - 1c. math
    - 1d. physical movement
    - 1e. art expression
    - 1f. music appreciation
    - 1g. consumer education: understanding needs, wants, world of work
2. Investigate age appropriate themes to use in the classroom for children ages 3-5. Describe learning center and teacher directed activities for five selected themes, integrating separate content areas in a holistic approach to learning.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:

1. After reading resource and research material, list the benefits of play in a child's development.

2. Working in small groups, plan child directed learning center activities and teacher directed activities using one selected theme:
    - brainstorm
    - set goals
    - seek parents, children's suggestions
    - select activities-main event related activities materials
    - evaluate

3. Design a consumer education theme center to include related theme activities that facilitate children's understanding of wants and needs, and goods and services.

References:

Nourot, Patricia M. "Symbolic Play In Pre-School And Primary Settings." Young Children (September, 1991), pp. 40-47.

Casey, M. Beth. "Learning To Plan Through Play." Young Children (May, 1991), pp. 52-57.

Eddowes, E. Anne. "The Benefits of Solitary Play." Dimensions (Fall 1991), pp. 31-34.

Christie, James. "How Much Time Is Needed For Play?" Young Children, (March 1992), pp. 28-31.

Nunnelley, Jeanette. "How To Plan Innovative Curriculum Themes." Young Children (November, 1990), pp. 24-29.

Sunal, Cynthia. "Dollars and Sense: Experiences With Economics For Young Children." Dimensions (Spring 1991), pp. 29-32.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through f

Suggested Activities:	References:
4. In small groups, list interest centers applicable for three through five year-olds, and identify two ways children can learn and develop:	
Language:	
5. Using an instructor prepared criteria checklist, review books at a library and list titles appropriate for children ages three through five; share list with classmates.	Machado, Jeanne. Early Childhood Experiences In Language Arts, pp. 114-121.
6. Prepare for the reading of one book by following steps one through seven in Machado's textbook.	Machado, Jeanne, ibid. pp. 122-123.
7. Create a story to tell children to include a beginning, middle and end. Design and make participation visuals to use with the telling of the story.	Machado, Jeanne, ibid. pp. 134-145.
Math:	
8. Given sets of shoes from students in the class, list math concepts and activities that could be used with children.	Charlesworth, Rosalind, et. al. Math And Science For Young Children.
9. Given plastic toys (cars, peg people, blocks), brainstorm ways teachers can facilitate an understanding of patterning.	

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:	References:
Science:	
10. In small groups, read the story "The Star In The Apple," and describe what learning activities in science can be gained for children from the reading of the story.	"The Star In The Apple." (see Appendix).
11. Given liquid and different sized containers, brainstorm activities that will facilitate measuring, classifying, and predicting behaviors in children.	
12. List and describe 10 science activities children could do using weather.	
Social Studies:	
13. Bring in as many different hats as possible and discuss how the use of hats could be used to facilitate the understanding of different workers in the community.	Herr, Judy. Creative Resources For The Early Childhood Classroom, p. 312.
14. Make Stop, Go, and Yellow signs. In small groups, lists as many ways as possible the signs could be used to teach safety rules.	
Music:	
15. Write down titles of songs sung since childhood. Share list with classmates and add to own.	
16. Brainstorm songs to sing with children during transition times, at nap time, and when arriving in the morning.	Honig, Alice. Playtime Learning Games For Young Children, pp. 48-52.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:

Art:

17. In small groups, brainstorm the following topics for student understanding of appropriate art media:

- List ten ways to use tempra paint.
- List five ways to use scissors and/or paste.
- List three ways to do "sculpture."
- List five ways to make collages.

Dramatic Play:

18. In small groups, list items to be included in a play-skit on a theme designated by the instructor. Students will bring in items for use in presenting the play-skit with their group.

Woodworking:

19. Name as many objects or materials that could safely be used in a woodworking experience for young children. From the list, develop a woodworking kit to share with children.

Food Experience:

20. In small groups, plan a food experience that can be prepared with children.

21. Brainstorm as many ways as possible apples can be used in a food experience.

References:

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:

Manipulatives:

22. Create a teacher made activity; provide a rationale for its appropriateness.

23. In small groups, discuss accessories that could be added to a block center to enhance themes such as Dairy, Garage Sale, Shoe Store, or Pet Store. Share small group ideas with larger group.

24. Plan motor activity centers for children's use to include equipment, materials needed.

Play:

Outdoor:

25. In small groups list as many ways as you can think of to use a picnic table with children to encourage dramatic play. Share information with other small groups.

26. Given information, characteristics, and a picture of a specific outdoor environment, give examples of how the environment could provide the child with an opportunity for
- places to be alone.
- places for social interaction.
- health and safety.
- development of physical skills.
- language development.

References:

Poest, Catherine. "Challenge To Move: Large Muscle Development In Young Children." Young Children (July, 1990), pp. 4-10.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:

Outdoor (Continued):

- active group games.
- exploring nature.

Play:

- imaginative play.
- snack time.

Indoor:

26. Given a variety of indoor toys and equipment, brainstorm and list as many ways as possible the items could be made available for unstructured play time.

Curriculum Theme:

27. In small groups, choose one theme for one month of the year. Using activity ideas 2-24; adapt them to the chosen theme and write a schedule for the month which incorporates all curriculum areas.

28. Using a prepared checklist, evaluate the curriculum developed in Activity #27 for anti-bias, pro-social components. Edit, if necessary, to promote pro-social, anti-bias learning.

Promoting Cultural Diversity:

29. Plan an ethnic awareness activity: Gather a wide assortment of paint chips to use to ask children to match chips to their

References:

Karges-Bone, Linda. "Blocks Are Not (Circle All): Messy, Expensive, Difficult," Dimensions (Fall 1991), pp. 5-8.

Competency 3.1:

Plan a developmentally appropriate curriculum for children, ages three through five.

Suggested Activities:

Indoor (Continued):

skin colors. Make a bulletin board of the chips, and discuss diversity of skin color among people.

30. Plan for the teaching of openness to ethnicity by developing a file of children's book titles that celebrate ethnicity and/or multi-cultural themes.

References:

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COURSE: Learning Environments, Activities, and Materials for Children--Ages Three Through Five Years

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Unit 3: Curriculum Planning

Competency 3.2:

Plan a schedule appropriate for a group of children, ages three through five.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will plan a schedule appropriate for a group of children, ages three through five, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of daily scheduling in rooms serving children, ages three through five.
2. Describe the purpose and components of weekly and monthly planning to include use of themes, visitors, projects, and field trips.
3. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.
4. Explain the purpose of balancing teacher directed and child directed, quiet and active, structured and unstructured, individual/group and outdoor/indoor play activities throughout the day.

Competency 3.2:

Plan a schedule appropriate for a group of children, ages three through five.

Application:

The Student will:

1. Observe a group of children for a five day period and record their play habits.
2. Write a one month schedule to include teacher-directed activity and child-directed learning center plans, use of themes, special projects, and field trips.
3. From the one month schedule, write a one week schedule to include time periods for each activity.
4. From the one week schedule, write a daily schedule to include nap times, outdoor activities, circle time, and interest centers.

Competency 3.2:

Plan a schedule appropriate for a group of children, ages three through five.

Suggested Activities:

1. Design and prepare a daily, weekly, and monthly schedule using the following information: The center is open from 7 a.m. to 6 p.m. with children 3, 4, and 5. The schedule follows listed enabling objectives.

References:

Hildebrand, Verna. Introduction To Early Childhood Education (text and laboratory workbook), pp. 143-149.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Three Through Five Years

Unit 4: Teaching Behaviors

Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will use developmentally appropriate teaching behaviors with children, ages three through five years of age, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the procedures for establishing and maintaining a weekly log on each preschool child.
2. Explain procedures for establishing and maintaining on-going daily communication and feedback with children, ages three through five and their parents.
3. Give examples of teacher behaviors which facilitate the following behaviors in children ages three through five:
    - 3a. self-esteem
    - 3b. self-help
    - 3c. cooperation
    - 3d. independence
    - 3e. play
    - 3f. friendship

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Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Cognitive:

3g. self-control
3h. creativity
4. Describe teacher behaviors which increase children's development as identified for Child Development Associate Trainees in the areas of:
    - safety.
    - health.
    - learning environment.
    - physical.
    - cognitive.
    - communication.
    - creative.
    - self.
    - social.
    - guidance.
    - families.
    - program management.
    - professionalism.

Application:

The student will:

1. Establish and maintain a log on each preschool child to generate an overall education plan.
2. Establish and maintain daily communication and feedback with parents of the children.
3. Establish and maintain a training log of teacher skills. Self-evaluate areas of the 13 CDA functional areas.
4. Help children's affective growth by:
    4a. providing affection, support, and comfort when children cry, are fearful, or communicate a need.
    4b. modeling interactions desired in children.
    4c. guiding children toward controlling their behavior through redirection.

Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Application:

5. Facilitate discrete skills:
    - 5a. Promote auditory perception in children by facilitating auditory activities.
    - 5b. On a daily basis promote language arts appreciation in children by reading a book or story; or telling a story to a group of children.
    - 5c. Increase children's speech development through positive small group conversation, diad interactions, puppetry, and drama.
    - 5d. Promote children's writing development through fine motor and creative prewriting activities.
    - 5e. Facilitate children's understanding of language by labeling artwork, nametags, lockers and storage areas, and belongings.
    - 5f. Promote printscript development by modeling printscript in daily activities.
    - 5g. Promote reading readiness by teaching language games.
    - 5h. Promote math understanding through naturalistic, informal, and planned activities.
    - 5i. Promote children's knowledge of shape through haptic, visual, and visual-motor experiences.
    - 5j. Implement naturalistic, informal, and planned activities that utilize math and science concepts.
    - 5k. Implement informal and planned ordering and patterning activities.
    - 5l. Provide naturalistic measurement experiences.
6. Promote children's wholistic learning by implementing teacher-directed activities and child-directed learning centers for one or more themes, integrating separate content areas in a holistic approach to learning.
7. Facilitate children's understanding of interrelationships:
    - 7a. Use of dramatic play and food experiences as settings for science investigations, mathematical problem solving, and social learning activities.
    - 7b. Provide a variety of materials and mediums for children to use in art expression.
    - 7c. Facilitate motor skills, manipulative skills, and movement awareness in informal and structured settings.
    - 7d. Facilitate social awareness by reading stories that explain multicultural, ethnic, and religious diversity in America.

Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Suggested Activities:	References:
1. Observe a teacher with her preschool classroom. Record instances of teacher behaviors which facilitate self-esteem, thinking skills, creativity, and cooperation.	Shaw, Jean. "Accept, Encourage, Challenge: Fostering Children's Thinking Skills." Dimensions (Spring 1991) pp. 9-14. Read, Katherine. "The Nursery School: A Human Relations Laboratory." Young Children (March, 1992), pp. 4-5.
2. Host a panel of child care directors and gather information on how they communicate with parents to: • give feedback. • set goals. • report observations. • announce activities.	
3. Self evaluate teaching skills after working with children in a preschool classroom. Have supervising teacher evaluate skills. Compare assessments and set goals for teacher development.	Beaty, Janice. Skills For Preschool Teachers, pp. 9-12.
4. Using a prepared checklist, observe one child for a week and record behaviors. Plan to facilitate the child's development by defining needs and prescribing activities. Include strength areas, areas for growth, and the specific activities to be used for strengthening development.	Beaty, Janice. Observing Development Of The Young Child, pp. 302-313.
5. To facilitate listening skills, tape record children's and center staff voices throughout the day. At the end of the day, play a game with the children and have them guess which classmate is talking.	Herr, Judy. Creative Resources For The Early Childhood Classroom.

Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Suggested Activities:	References:
6. From a planned, prepared list, read a book or story, using props or finger puppets, to a group of three through five year-olds each day. Personalize each book by asking the children questions related to the content, use transitions when necessary, ask opinions and use closure.	Machado, Jeanne. Early Childhood Experiences In Language Arts, pp. 114-134.
7. To facilitate classification understanding, put out several different shapes for one or two children. Show the children one shape and ask them to find all the shapes like the one shown. Repeat the procedure with different shapes. Follow this activity by labeling each shape and repeating the original request.	Charlesworth, Rosalind, et.al. Math And Science For Young Children.
8. From a prepared learning activity guidesheet, facilitate a learning activity using "The Star In The Apple" story.	"The Star In The Apple" (see Appendix).
9. To facilitate an understanding of social studies, take a group of children on a walk and play a game of identifying stop signs, traffic lights, and crosswalk signs to include what each color and symbol means.	
10. Teach a group of children a song sung since childhood. Include hand motions and/or body movement. (Re: 2.2, #12.)	
11. Using a planned, teacher prepared art activity, demonstrate for children how to use scissors and/or paste. Guide each child in his/her practice of scissor and paste usage.	

Competency 4.1:

Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Suggested Activities:

12. Facilitate speech development by providing appropriate use of direction, re-direction, and one of the following dramatic play kits for children's use:
- post office
- cleaning set
- tea party
- doctor
- teacher
- supermarket

13. Using a planned lesson activity and a woodworking station, demonstrate the use of the hammer with one or two children. Guide each child in his/her use of the hammer.

14. Using a planned activity, demonstrate the way to stir and place edibles in a soup pan. Guide each child in his/her individual participation in the making of soup.

15. To facilitate self esteem and development of large motor skills, demonstrate how to safely achieve swinging motion on a swing. Guide individual children in their practice of the skill.

References:

Machado, Jeanne. Early Childhood Experiences, p. 182.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Three Through Five Years

Unit 4: Teaching Behaviors

Competency 4.2:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages three through five years:
    - 1a. ethical responsibilities to children
    - 1b. ethical responsibilities to families
    - 1c. ethical responsibilities to colleagues
    - 1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

Competency 4.2:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Application:

The Student will:

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

Competency 4.2:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Suggested Activities:

1. In small groups discuss the following ethical dilemmas concerning teacher values:
   - A lead teacher spends most of the day in specific academic skill activities and you think the bulk of the day should be spent on child-directed activities.
   - A four year-old boy spends much of his time frightening and hurting other children. The director, parents, and DHS representative are sympathetic, but their recommendations have not helped his behavior in the classroom. Parents and children are starting to complain.

References:

Feeney, Stephanie. "Ethical Case Studies For NAEYC Reader Response." Young Children (May, 1987), pp. 24-25.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Three Through Five Years

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Unit 4: Teaching Behaviors

Competency 4.3:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years.

Terminal Performance Objective:

Given a group of young children, a group of colleagues, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork in a child care setting serving children ages three through five years.
2. Describe interpersonal skills needed to work effectively in a team:
   - 2a. cross-cultural awareness and sensitivity
   - 2b. oral communication skills
   - 2c. disclosure
   - 2d. observation
   - 2e. giving feedback
   - 2f. role clarification/negotiation through goal setting

Competency 4.3:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years.

Cognitive:

3. Describe negotiation skills needed to overcome disagreements that occur among team members:
    - 3a. objectively focusing on problem
    - 3b. problem solving strategies
4. Identify teamwork skills needed to pool talents to pursue common center goals:
    - 4a. assessment of individual and team capabilities
    - 4b. establish team goals
    - 4c. identify performance standards
    - 4d. provide feedback
    - 4e. provide coaching
    - 4f. problem solving strategies

Application:

The Student will:

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves infants and toddlers.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

Competency 4.3:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years.

Suggested Activities:

1. After participating in an interactive videodisc workplace teambuilding program, write a plan for collaborating with colleagues at a child development center for planning curriculum.

2. Use a dialogue journal with a colleague to improve teaching skills, receive advice, and collaborate on educational goals.

3. Read resource material and list attitudes and factors which contribute to positive benefits of team teaching in a classroom.

References:

AIT. Workplace Readiness Skills. Videodisc program.

Diakiw, Jerry. "A Superintendent And A Principal Write To Each Other." Educational Leadership (March, 1991), pp. 47-50.

Thornton, Jane. "Team Teaching: A Relationship Based On Trust And Communication." Young Children (July, 1990), pp. 40-43.

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR CHILDREN--AGES THREE THROUGH FIVE YEARS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - Clearly Outstanding The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - Satisfactory The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - Needs Improvement The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - No Exposure or Experience in this Area

1.1 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages three through five years.

Cognitive

1. Identify the behaviors of children, ages three through five.
2. Explain the concept and importance of play for children.
3. Identify the range of ability levels, development, and learning styles of children, ages three through five.
4. Identify the developmental stages of play in children ages three through five.
5. Explain the purpose of assessment for the three through five year-old.

GRADING PERIODS

1	2	3	4	5	6

6. Explain the importance of communication between parents and caregivers in assessing curriculum needs.
7. Describe the components and procedures of the assessment process.
8. Summarize the concepts of observing and recording children's behavior for the purpose of planning appropriate programs, environments, and interactions.

1	2	3	4	5	6

Application

1. Acquire and record information from parents about one child's needs, interests, capabilities, and personality.
2. For a two week period record observations of one child at play and during daily routines to determine child's capabilities, and the appropriate teaching strategies for the child.
3. List ways to incorporate the child's needs and personality into the curriculum program to stimulate learning in all developmental areas.

2.1 Plan a developmentally appropriate environment for children, ages three through five.

Cognitive

1. Identify the components of a stimulating environment for children ages three through five.
2. Describe the age appropriate environmental components for an indoor preschool room in a child care setting to include use of space and space arrangements furniture, child made artwork and decorations, equipment, and learning materials.

3. Describe the age appropriate environmental components for a preschool outdoor play area to include use of space and space arrangements, playground equipment and materials.
4. Explain the importance of creating and adapting the play area for accessibility to all children.

1	2	3	4	5	6

Application

1. Plan and design an age appropriate indoor environment for a child care setting which serves preschool children, ages three through five.
2. Using a teacher-prepared checklist, evaluate the designed indoor environment.
3. Plan and design an outdoor play area for a group of preschool children, utilizing developmentally appropriate environmental components.
4. Using a teacher prepared checklist, evaluate the designed outdoor play area for age and developmental appropriateness.

3.1 Plan a developmentally appropriate curriculum for children, ages three through five.

Cognitive

1. Identify the behaviors unique to this age.
2. Identify the needs of this age range, to include an emphasis on play.
3. Identify the characteristics of an educational approach which emphasizes choice and decision making.

		1	2	3	4	5	6
4.	Describe the components of a stimulating curriculum for children ages three through five:						
4a.	wholistic learning through themes						
4b.	utilization of indoors and outdoors						
4c.	play concepts						
4d.	child directed learning centers						
4e.	use of projects, sensory experiences						
4f.	field trips						
4g.	balance of child directed and teacher directed activities						
5.	Describe the purpose and characteristics of preschool learning center components which allow for individual patterns of growth in children:						
5a.	blocks/manipulatives						
5b.	art						
5c.	science						
5d.	library						
5e.	cooking						
5f.	woodworking						
5g.	sand and water						
5h.	home living						
5i.	dramatic play						
5j.	consumer education (needs, wants, work)						
5k.	mathematics						
5l.	writing						
5m.	physical movement						
6.	Describe how to choose and utilize a theme throughout the week in child-directed learning centers and in teacher-directed activities.						
7.	Explain the concept of integrating separate content areas into a holistic developmental approach.						

8. Identify ways of integrating language, literacy, mathematics, sciences, social studies, music, and art in a holistic learning approach.
   9. Explain the purpose of integrating multicultural and anti-bias activities with preschool children.
   10. Identify and describe two or more multicultural, anti-bias activities to use with preschool children.
   11. Explain how to adapt the facility to meet the needs of the special needs child.
   12. Describe the age appropriate curriculum components for an outdoor play area.
   13. Identify and describe the purpose and components of incorporating water, sand, wood, planting, soil digging, riding toys, animals and playhouses in an outdoor play environment.
   14. Explain the purpose and importance of balancing structured and unstructured activities during outdoor play time.
   15. Explain how to adapt the outdoor play area to meet the needs of the special needs child.

1	2	3	4	5	6

Application

1. Plan two or more activities which facilitate development in each of the following content areas:
   1a. language arts, whole language, phonetics
   1b. science
   1c. math
   1d. physical movement
   1e. art expression
   1f. music appreciation

1g. consumer education: understanding needs, wants, world of work

2. Investigate age appropriate themes to use in the classroom for children ages 3-5. Describe learning center and teacher directed activities for five selected themes, integrating separate content areas in a holistic approach to learning.

1	2	3	4	5	6

3.2 Plan a schedule appropriate for a group of children, ages three through five.

Cognitive

1. Explain the purpose of daily scheduling in rooms serving children, ages three through five.
2. Describe the purpose and components of weekly and monthly planning to include use of themes, visitors, projects, and field trips.
3. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.
4. Explain the purpose of balancing teacher directed and child directed, quiet and active, structured and unstructured, individual/group and outdoor/indoor play activities throughout the day.

Application

1. Observe a group of children for a five day period and record their play habits.
2. Write a one month schedule to include teacher-directed activity and child-directed learning center plans, use of themes, special projects, and field trips.
3. From the one month schedule, write a one week schedule to include time periods for each activity.

4. From the one week schedule, write a daily schedule to include nap times, outdoor activities, circle time, and interest centers.

1	2	3	4	5	6

4.1 Use developmentally appropriate teaching behaviors with preschool children, ages three through five years.

Cognitive

1. Explain the procedures for establishing and maintaining a weekly log on each preschool child.
2. Explain procedures for establishing and maintaining on-going daily communication and feedback with children, ages three through five and their parents.
3. Give examples of teacher behaviors which facilitate the following behaviors in children ages three through five:
   - 3a. self-esteem
   - 3b. self-help
   - 3c. cooperation
   - 3d. independence
   - 3e. play
   - 3f. friendship
   - 3g. self-control
   - 3h. creativity
4. Describe teacher behaviors which increase children's development as identified for Child Development Associate Trainees in the areas of:
   - safety.
   - health.
   - learning environment.
   - physical.
   - cognitive.

- communication.
- creative.
- self.
- social.
- guidance.
- families.
- program management.

1	2	3	4	5	6

Application

1. Establish and maintain a log on each preschool child to generate an overall education plan.
2. Establish and maintain daily communication and feedback with parents of the children.
3. Establish and maintain a training log of teacher skills. Self-evaluate areas of the 13 CDA functional areas.
4. Help children's affective growth by:
    - 4a. providing affection, support, and comfort when children cry, are fearful, or communicate a need.
    - 4b. modeling interactions desired in children.
    - 4c. guiding children toward controlling their behavior through redirection.
5. Facilitate discrete skills:
    - 5a. Promote auditory perception in children by facilitating auditory activities.
    - 5b. Promote language arts appreciation in children by reading a book, reading or telling a story to a group of children on a daily basis.
    - 5c. Increase children's speech development through positive small group conversation, diad interactions, puppetry, and drama.

	1	2	3	4	5	6
5d. Promote children's writing development through fine motor and creative prewriting activities.						
5e. Facilitate children's understanding of language by labeling artwork, nametags, lockers and storage areas, and belongings.						
5f. Promote printscript development by modeling printscript in daily activities.						
5g. Promote reading readiness by teaching language games.						
5h. Promote math understanding through naturalistic, informal, and planned activities.						
5i. Promote children's knowledge of shape through haptic, visual, and visual-motor experiences.						
5j. Implement naturalistic, informal, and planned activities that utilize math and science concepts.						
5k. Implement informal and planned ordering and patterning activities.						
5l. Provide naturalistic measurement experiences.						
6. Promote children's wholistic learning by implementing teacher-directed activities and child-directed learning centers for one or more themes, integrating separate content areas in a holistic approach to learning.						
7. Facilitate children's understanding of interrelationships:						
7a. Use of dramatic play and food experiences as settings for science investigations, mathematical problem solving, and social learning activities.						
7b. Provide a variety of materials and mediums for children to use in art expression.						
7c. Facilitate motor skills, manipulative skills, and movement awareness in informal and structured settings.						
7d. Facilitate social awareness by reading stories that explain multicultural, ethnic, and religious diversity in America.						

4.2 Demonstrate an understanding of professional ethics and responsibilities to the caregiver.

Cognitive

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages three through five years:
    1a. ethical responsibilities to children
    1b. ethical responsibilities to families
    1c. ethical responsibilities to colleagues
    1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

1	2	3	4	5	6

Application

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

4.3 Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages three through five years.

Cognitive

1. Explain the need for teamwork in a child care setting serving children ages three through five years.
2. Describe interpersonal skills needed to work effectively in a team:
    2a. cross-cultural awareness and sensitivity
    2b. oral communication skills
    2c. disclosure
    2d. observation

	1	2	3	4	5	6
2e. giving feedback						
2f. role clarification/negotiation through goal setting						
3. Describe negotiation skills needed to overcome disagreements that occur among team members:						
3a. objectively focusing on problem						
3b. problem solving strategies						
4. Identify teamwork skills needed to pool talents to pursue common center goals:						
4a. assessment of individual and team capabilities						
4b. establish team goals						
4c. identify performance standards						
4d. provide feedback						
4e. provide coaching						
4f. problem solving strategies						

Application

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves infants and toddlers.						
2. Using role play, display negotiation skills in resolving disagreements.						
3. Using role play, practice teamwork skills needed to establish and reach center goals.						

Learning Environments, Activities, and Materials for Children--Ages Six Through Pre-Adolescence

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Course Description: This is a four hour credit course which focuses on the developmentally appropriate needs and characteristics of school-age children. It includes curriculum strategies for a population that experiences great changes in physical, mental, and social development; environmental planning; age appropriate materials and activities; guiding children in self management; and conflict resolution are covered. Staff teamwork, ethical problem solving, and interpersonal relationship skills are incorporated in the course objectives.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the need for school-age child care.

1.2 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages six through eight years.

2.1 Plan a developmentally appropriate school-age care environment for children, ages six through eight.

2.2 Plan a developmentally appropriate indoor program for a child care program serving children ages six through eight.

2.3 Plan a developmentally appropriate outdoor program for a child care program serving children ages six through eight.

3.1 Use developmentally appropriate teaching behaviors and activities with children, ages six through eight, in a school-age care program.

3.2 Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through eight years.

3.3 Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Six Through Pre-Adolescence

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Unit 1: Needs Assessment

Competency 1.1:

Demonstrate an understanding of the need for school-age child care.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will demonstrate an understanding of the need for school-age child care, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for school-age child care.
2. Describe the kinds of school-age care needed:
    - before school.
    - after school.
    - during teacher in-service days.
    - during school vacation.
    - during inclement weather.
    - when a child is ill.
    - at night.
3. Distinguish teacher behaviors needed for school-age children and those needed for care of younger children.
4. List the components of a developmentally appropriate school-age child care program:
    - homework time

Competency 1.1:

Demonstrate an understanding of the need for school-age child care.

Cognitive:

- free play
- snack
- hobbies
- tutoring
- field trips
- recreational activities
- arts/crafts

Application:

The Student will:

1. Evaluate a school age child care program for developmentally appropriate practice and safety.

Competency 1.1:

Demonstrate an understanding of the need for school-age child care.

Suggested Activities:	References:
1. List the factors that contribute to the Latchkey child phenomenon in Texas.	Garbarino, J. "Latchkey Children." Vital Issues, pp. 1-4, 30 (3). Task Force on Latchkey Children, San Antonio Coalition For Children. Latchkey Children In Texas, pp. 1-8.
2. In groups, list the problems school-age children face when they are in self-care.	Syndistar. Latchkey Kids. video.
3. Interview a company supervisor or personnel officer to gather information on problems of parents at the workplace when children are in self-care. Share information with class.	
4. Conduct a survey of area companies, organizations that provide on-site after school child care or monetary scholarships for after school child care.	
5. Tour a school-age child care program and record instances of developmentally appropriate practice and safety.	YMCA. YMCA School Age Childcare: Program Resources, pp. 1-15.
6. In small groups, prepare and present debates on common school-age child care myths and issues: • "Specialized training not needed." • "Child care not needed for this age group."	Coleman, Mick. "School Age Child Care: A Review of Five Common Arguments."

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Six Through Pre-adolescence

Unit 1: Needs Assessment

Competency 1.2:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages six through pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will perform assessment activities for the purpose of planning developmentally appropriate curriculum for children, ages six through pre-adolescence, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the range of ability levels, characteristics, development and growth patterns of children, ages six through pre-adolescence.
2. Explain the concept of and importance of peer groups and friendships for school-age children.
3. Explain the importance of communication between parents and child care providers and between the children served and child care providers in assessing program needs.
4. Explain the purpose of assessment in child care programs serving six through pre-pre-adolescence.
5. Describe the components and procedures for the assessment process for a school-age child care program, to include involvement of children and their parents.

Competency 1.2:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages six through pre-adolescence.

Cognitive:

6. Review the concepts of observing and recording children's behavior for the purpose of planning, evaluating, and modifying programs, environments, and interactions.
7. Explain how to incorporate the individual school age child's needs in the total program serving school age children.

Application:

1. Acquire and record information from parents about one child's needs, interests, capabilities, and personality.
2. Acquire and record information from one child about his needs, interests, goals and personality.
3. Record observations of one child at play and during daily routines to determine the child's needs, and the appropriate caregiver strategies for the child.
4. List ways to incorporate the child's interests, needs, and learning style into the program.

Competency 1.2:

Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages six through pre-adolescence.

Suggested Activities:	References:
1. Read material and watch video. Discuss typical behaviors of the school-age child, ages 6-8.	Bredekamp, Sue, Ed. "NAEYC Position Statement On Developmentally Appropriate Practice In The Primary Grades, Serving 5 Through 8-Year-Olds." Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8, pp. 62-66.
2. Role play conversations with parents and school age children to gather program curriculum ideas.	The Forgotten Years: Understanding Children 6 to 12. filmstrip.
3. Brainstorm ways for providing tutoring to individual students in a before or after school program.	
4. Contact a model school-age child care program and gather ideas on assessment strategies for planning a program.	Task Force On Latchkey Children, San Antonio Coalition For Children. Latchkey Children In Texas, p. 14.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Six Through Pre-adolescence

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Unit 2: Program Planning

Competency 2.1:

Plan a developmentally appropriate school-age care environment for children, ages six through Pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate school-age care environment for children, ages six through pre-adolescence, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the behaviors of children, ages six through pre-adolescence.
2. Identify the components of a stimulating environment for children ages six through pre-adolescence.
3. Describe the age appropriate indoor environmental components in a child care setting for school-age children to include space and space arrangements, furniture, artwork, equipment and materials.
4. Describe the age appropriate outdoor environmental components in a child care setting for school-age children to include space and space arrangements, playground equipment and materials.
5. Compare and contrast the environmental needs of a school-age child with that of a preschooler.
6. Review the purpose and components of daily, weekly, and monthly scheduling to include games, field trips, and projects.

Competency 2.1:

Plan a developmentally appropriate school-age care environment for children, ages six through pre-adolescence.

Cognitive:

7. Explain the purpose and importance of involving school-age children in the scheduling of program content.
8. Explain the purpose of balancing quiet and active, structured and unstructured, individual/group and outdoor/indoor play when planning schedules.

Application:

The Student will:

1. Plan and design an age appropriate indoor environment for a child care setting serving children ages six through pre-adolescence.
2. Plan and design an age appropriate outdoor environment for a child care setting serving children ages six through pre-adolescence.
3. Interview children served in the program and record their ideas and needs in scheduling activities and program content.
4. Plan and write a one month schedule to include children's ideas, themes, games, field trips, guest speakers, and special projects.
5. Plan and write a weekly schedule for one week of the planned monthly schedule to include activity plans.
6. Plan and write a daily schedule for one day of the weekly schedule to include time periods for each activity and a balance between:
   - quiet and active time
   - individual, small group, and large group participation
   - large muscle and small muscle activity
   - child initiated and staff initiated activities

Competency 2.1:

Plan a developmentally appropriate school-age care environment for children, ages six through pre-adolescence.

Suggested Activities:	References:
1. Tour a local child care facility serving school-age children. Using a prepared checklist, evaluate the environment for: • private places for quiet, alone time. • low, open shelves, at child's height, filled with craft, art materials. • predictability yet flexibility. • safety. • aesthetically pleasing. • children's input on organization, furniture, artwork. • clearly defined boundaries.	
2. Interview a school-age center director and gather information on strategies used to determine scheduling of activities. Evaluate strategies used.	
3. Inspect an outdoor play yard serving school-age children. Evaluate it for age appropriateness, developmental effectiveness, and safety.	Frost, Joe. Play and Playscapes.
4. View and discuss the video on school-age children. List items in and organization of environment that should be common for all school age programs.	Agency For Instructional Technology. Caring For School-Age Children, Delmar Publishers.
5. Develop a file of model schedules from resources studied.	Foletta, Karen. School-Age Ideas and Activities For After School Programs. Bergstrom, Joan. School's Out: Resources For Your Child's Time.

Competency 2.1:

Plan a developmentally appropriate school-age care environment for children, ages six through pre-adolescence.

Suggested Activities:

6. Practice designing a school-age child care environment using sealed to size grid planning paper.

7. Interview children about their ethnicity and ask them to bring a family ethnic recipe from home. Plan activities, including cooking ethnic snacks, which facilitate children's understanding of cultural and ethnic diversity in America.

References:

Environments, Inc. "Environments Planning Kits."

Derman-Sparks, Louise. "How Well Are We Nurturing Racial And Ethnic Diversity?" Connections (Fall 1989), pp. 3-5.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Six Through Pre-adolescence

Unit 2: Program Planning

Competency 2.2:

Plan a developmentally appropriate indoor program for a child care program serving children ages six through pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate indoor program for a child care program serving children ages six through pre-adolescence, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Review the behaviors of children unique to this age.
2. Review the purpose and components of a program approach which emphasizes prosocial behavior; choice and decision making, problem solving, cooperation rather than competition, and mixed age interaction with peer teaching and role modeling.
3. Review the components of a stimulating indoor school-age care program to include children's hobbies and interests including art, manipulatives, library, dramatic play materials, games, and science materials.
4. Review the purpose and components of interest centers designed for children ages six through pre-adolescence.
5. Explain the need for basic and varied interest centers that are available to children on a daily basis.

Competency 2.2:

Plan a developmentally appropriate indoor program for a child care program serving children ages six through pre-adolescence.

Cognitive:

6. Explain the purpose of including community resources in the school-age care program.
7. Explain the reason for limiting overexposure to exciting, frightening, disturbing (real or fantasy) events.
8. Explain the differences and similarities of the school-age care program's function and purpose and that of the elementary classroom program.
9. List and describe five or more community resources appropriate for inclusion in a school-age program.
10. Explain the purpose and goal of each of the following program elements for inclusion in a school-age program:
    - 10a. art activities
    - 10b. children's hobbies
    - 10c. manipulatives
    - 10d. library activities
    - 10e. dramatic play
    - 10f. games
    - 10g. science
11. Describe two or more developmentally appropriate activities for each program element. (Re: Cognitive 2.2: 8 a-g)

Application:

The Student will:

1. Plan and write two or more activities which facilitate development for each of the following:
    - 1a. cooperation
    - 1b. self-motivation
    - 1c. art
    - 1d. language arts
    - 1e. manipulatives
    - 1f. library activities
    - 1g. dramatic play

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Competency 2.2:

Plan a developmentally appropriate indoor program for a child care program serving children ages six through pre-adolescence.

Application:

    1h. games
    1i. science
2. Plan and write two or more activities which utilize community resources.
3. Interview a group of children about their hobbies; plan and write two or more activities utilizing the children's hobbies.
4. Preview all films and activities for overuse of inappropriate content or stimulation to include violent, disturbing, exciting, or frightening real or fantasy events.

Competency 2.2:

Plan a developmentally appropriate indoor program for a child care program serving children ages six through pre-adolescence.

Suggested Activities:

1. Research ways to facilitate development of the school-age child. Prepare and participate in a trivial pursuits game of "How do I enhance a school-age child's development?"

2. Write 10 activity cards for school-age children.

3. In small groups, view teacher assigned TV programs and films. Evaluate each film for developmental appropriateness and pro-social values. State whether to recommend for children's viewing.

4. Brainstorm themes to develop in after school programs, emphasizing the integration of different subjects into a holistic curriculum.

5. Take a tour of the community, including visits to the Chamber of Commerce and public relations centers. Develop a directory of community resources for field trips and off-site indoor experiences for children:
    - business
    - transportation facilities
    - public agencies
    - cultural facilities
    - recreation

References:

Borba, Craig and Michele. "Self Esteem In School-Age Children." Texas Child Care Quarterly (Winter 1989), pp. 3-9.

Foletta, Karen. School-Age Ideas And Activities For After School Programs.

Bergstrom, Joan. School's Out: Resources For Your Child's Time.

Borba, Craig and Michele. Self-Esteem: A Classroom Affair, Volume 2.

National Association For The Education Of Young Children. "NAEYC Position Statement On Media Violence In Children's Lives." Young Children (July 1990), pp. 18-21.

Greene, Lynda. "Science-Centered Curriculum In Elementary School." Annual Edition's Early Childhood Education (92/93), pp. 217-220.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Six Through Pre-adolescence

Unit 2: Program Planning

Competency 2.3:

Plan a developmentally appropriate outdoor program for a child care program serving children ages six through pre-adolescence.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will plan a developmentally appropriate outdoor program for a child care program serving children ages six through pre-adolescence, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of utilizing the outdoors in program planning.
2. Explain how the outdoor program serves as an extension of the indoor program.
3. Describe the components of a stimulating outdoor school-age care program to include areas for crafts and activities, gardens for planting, a treehouse, sand pit, hammock, large open spaces for games, sports, and large group activities, and swinging, climbing, and balancing equipment.
4. Describe the components of choosing and using safe, age appropriate equipment and playground surfaces.

Competency 2.3:

Plan a developmentally appropriate outdoor program for a child care program serving children ages six through pre-adolescence.

Cognitive:

5. Describe two or more developmentally appropriate activities for each of the following outdoor program elements:
   - 5a. crafts
   - 5b. gardening
   - 5c. treehouse
   - 5d. sand play
   - 5e. sportsmanship
   - 5f. games

Application:

The Student will:

1. Design an outdoor school-age care environment for children ages 6-8.

Competency 2.3:

Plan a developmentally appropriate outdoor program for a child care program serving children ages six through pre-adolescence.

Suggested Activities:	References:
1. Interview children to determine a schedule and priority list of outdoor games to play on a regular basis: • red light, green light • dodge ball • four square • tether ball • tennis • basketball • softball • touch football • cooperation games	
2. Observe child care providers on a play-yard with school age children. Evaluate their supervision of and interaction with the children for developmental appropriateness and safety.	Frost, Joe. "Play Leadership: The Role Of Adults In Children's Play." Play and Playscapes, pp. 323-341.
3. Develop a resource file on playground materials, equipment, and environments.	Frost, Joe. Play And Playscapes. Wilmes, Liz and Dick. Parachute Play.
4. Survey local phone book for community events and services. Develop a list of possible field trip sites: • swimming • horseback riding • zoo • parks • ice skating • nature trails • airport • farms • fairs, carnivals	YMCA. YMCA School-Age Child Care Program Resources.

Competency 2.3:

Plan a developmentally appropriate outdoor program for a child care program serving children ages six through pre-adolescence.

Suggested Activities:

- circus
- wildlife refuges
- sport events

References:

COURSE: Learning Environments, Activities, and Materials for Children--Ages Six Through Pre-adolescence

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Unit 3: Teaching Behaviors

Competency 3.1:

Use developmentally appropriate teaching behaviors and activities with children, ages six through pre-adolescence, in a school-age care program.

Terminal Performance Objective:

Given text, supplemental material, lecture information, and field experiences, the student will use developmentally appropriate teaching behaviors and activities with children, ages six through pre-adolescence, in a school-age care program, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the role of the provider as facilitator in implementing a child care program for school age children.
2. Describe teacher behaviors which facilitate children's prosocial behavior, perseverance, independence, and industry.
3. Review the need to establish and maintain weekly activity logs on school-age children to generate overall care plans for them.
4. Explain teacher responsibilities and liability issues for off-site child care experiences.

Competency 3.1:

Use developmentally appropriate teaching behaviors and activities with children, ages six through pre-adolescence, in a school-age care program.

Application:

The Student will:

1. Establish and maintain a weekly log on one child to generate an overall care plan.
2. Establish and maintain daily communication and feedback with parents of the school-age children cared for.
3. Facilitate prosocial behavior by giving children daily opportunities to problem-solve.
4. Develop self control in children by involving them in establishing rules and problem-solving misbehavior.
5. Develop children's consciences by positively setting and maintaining clear limits.
6. Guide children through use of redirection.
7. Organize and facilitate planned activities:
    - 7a. involving children's hobbies.
    - 7b. in art.
    - 7c. using library resources.
    - 7d. using community resources.
    - 7e. in dramatic play.
    - 7f. planned games or sports.
    - 7g. in science.
    - 7h. involving children's parents as resources or participants.
    - 7i. involving children's ideas.

Competency 3.1:

Use developmentally appropriate teaching behaviors and activities with children, ages six through pre-adolescence, in a school-age care program.

Suggested Activities:

1. Prepare questions for a quiz show on appropriate caregiver behaviors for school-age children. Participate in the quiz show with classmates.

2. In small groups, research a discipline model designed to enhance development of a child. Debate the advantages and disadvantages of each model in class.

3. Observe and evaluate a child care provider of school age children. Comment on teacher behaviors utilized which facilitate children's prosocial behavior, perseverance, independence, and industry.

References:

Bredekamp, Sue. Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8, pp. 67-78.

Charles, C.M. Building Classroom Discipline: From Models To Practice.

COURSE: Learning Environments, Activities, and Materials for Children--Ages Six Through Pre-adolescence

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Unit 3: Teaching Behaviors

Competency 3.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through pre-adolescence.

Terminal Performance Objective:

Given a group of young children, a group of colleagues, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through pre-adolescence, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork in a child care setting serving children ages six through pre-adolescence.
2. Describe interpersonal skills needed to work effectively in a team:
    - 2a. cross-cultural awareness and sensitivity
    - 2b. oral communication skills
    - 2c. disclosure
    - 2d. observation
    - 2e. giving feedback
    - 2f. role clarification/negotiation through goal setting

Competency 3.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through pre-adolescence.

Cognitive:

3. Describe negotiation skills needed to overcome disagreements that occur among team members:
    - 3a. objectively focusing on problem
    - 3b. problem solving strategies
4. Give examples for teamwork skills needed to pool talents to pursue common center goals:
    - 4a. assessment of individual and team capabilities
    - 4b. establish team goals
    - 4c. identify performance standards
    - 4d. provide feedback
    - 4e. provide coaching
    - 4f. problem solving strategies

Application:

The Student will:

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves children ages six through pre-adolescence.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

Competency 3.2:

Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through pre-adolescence.

Suggested Activities:

1. In small groups, role play conflict resolution strategies for instructor-prepared staff relationship situations.

2. Observe and assess teamwork skills of providers of school-age children in the area of non-verbal communication:

- smiles
- eye contact
- body gestures and placement while conversing
- congruency of actions and words
- open facial movements

References:

Glasser, William. Five Steps To Conflict Resolution. video.

COURSE: Learning Environments, Activities, and Materials for Children--
Ages Six Through Pre-adolescence

Unit 3: Teaching Behaviors

Competency 3.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Terminal Performance Objective:

Given a group of young children, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages six through eight years:
    - 1a. ethical responsibilities to children
    - 1b. ethical responsibilities to families
    - 1c. ethical responsibilities to colleagues
    - 1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

Competency 3.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Application:

The Student will:

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

Competency 3.3:

Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Suggested Activities:

1. Respond to the following ethical dilemmas:
   - Eight year-old Joey's mother brings a video of the latest Teenage Mutant Ninja Turtles Movie, rated PG-13. She explains that this is her son's favorite movie and would like to share it with the other children.
   - You have just been hired as the new assistant school-age child care provider for a local child development center. On your first day you are instructed to cut out shapes for the children to paste together to make collages. Five days and much more cutting later, you realize that most of the activities are teacher prepared and teacher made.

References:

LEARNING ENVIRONMENTS, ACTIVITIES, AND MATERIALS FOR CHILDREN--AGES SIX THROUGH PRE-ADOLESCENCE

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:

1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.

2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.

3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.

4 - **No Exposure or Experience in this Area**

1.1 Demonstrate an understanding of the need for school-age child care.

Cognitive

1. Explain the need for school-age child care.
2. Describe the kinds of school-age care needed:
    - before school.
    - after school.
    - during teacher in-service days.
    - during school vacation.
    - during inclement weather.
    - when a child is ill.
    - at night.

GRADING PERIODS

1	2	3	4	5	6

	1	2	3	4	5	6
3. Distinguish teacher behaviors needed for school-age children and those needed for care of younger children.						
4. List the components of a developmentally appropriate school-age child care program:						
• homework time						
• free play						
• snack						
• hobbies						
• tutoring						
• field trips						
• recreational activities						
• arts/crafts						

Application

1. Evaluate a school age child care program for developmentally appropriate practice and safety.						

1.2 Perform assessment activities for the purpose of planning developmentally appropriate curriculum for children ages six through eight years.

Cognitive

1. Identify the range of ability levels, characteristics, development and growth patterns of children, ages six through eight.						
2. Explain the concept of and importance of peer groups and friendships for school-age children.						

3. Explain the importance of communication between parents and child care providers and between the children served and child care providers in assessing program needs.
4. Explain the purpose of assessment in child care programs serving six through eight year-olds.
5. Describe the components and procedures for the assessment process for a school-age child care program, to include involvement of children and their parents.
6. Review the concepts of observing and recording children's behavior for the purpose of planning, evaluating, and modifying programs, environments, and interactions.
7. Explain how to incorporate the individual school age child's needs in the total program serving children ages six through eight.

1	2	3	4	5	6

Application

1. Acquire and record information from parents about one child's needs, interests, capabilities, and personality.
2. Acquire and record information from one child about his needs, interests, goals and personality.
3. Record observations of one child at play and during daily routines to determine the child's needs, and the appropriate caregiver strategies for the child.
4. List ways to incorporate the child's interests, needs, and learning style into the program.

2.1 Plan a developmentally appropriate school-age child care environment for children, ages six through eight.

Cognitive

1. Identify the behaviors of children, ages six through eight.
2. Identify the components of a stimulating environment for children ages six through eight.
3. Describe the age appropriate indoor environmental components in a child care setting for school-age children to include space and space arrangements, furniture, artwork, equipment and materials.
4. Describe the age appropriate outdoor environmental components in a child care setting for school-age children to include space and space arrangements, playground equipment and materials.
5. Compare and contrast the environmental needs of a school-age child with that of a preschooler.
6. Review the purpose and components of daily, weekly, and monthly scheduling to include games, field trips, and projects.
7. Explain the purpose and importance of involving school-age children in the scheduling of program content.
8. Explain the purpose of balancing quiet and active, structured and unstructured, individual/group and outdoor/indoor play when planning schedules.

1	2	3	4	5	6

Application

1. Plan and design an age appropriate indoor environment for a child care setting serving children ages six through eight.
2. Plan and design an age appropriate outdoor environment for a child care setting serving children ages six through eight.
3. Interview children served in the program and record their ideas and needs in scheduling activities and program content.

4. Plan and write a one month schedule to include children's ideas, themes, games, field trips, guest speakers, and special projects.
5. Plan and write a weekly schedule for one week of the planned monthly schedule to include activity plans.
6. Plan and write a daily schedule for one day of the weekly schedule to include time periods for each activity and a balance between:
    - quiet and active time
    - individual, small group, and large group participation
    - large muscle and small muscle activity
    - child initiated and staff initiated activities

1	2	3	4	5	6

2.2 Plan a developmentally appropriate indoor program for a child care program serving children ages six through eight.

Cognitive

1. Review the behaviors of children unique to this age.
2. Review the purpose and components of a program approach which emphasizes prosocial behavior; choice and decision making, problem solving, cooperation rather than competition, and mixed age interaction with peer teaching and role modeling.
3. Review the components of a stimulating indoor school-age care program to include children's hobbies and interests including art, manipulatives, library, dramatic play materials, games, and science materials.
4. Review the purpose and components of interest centers designed for children ages six through eight.
5. Explain the need for basic and varied interest centers that are available to children on a daily basis.

	1	2	3	4	5	6
6. Explain the purpose of including community resources in the school-age care program.						
7. Explain the reason for limiting overexposure to exciting, frightening, disturbing (real or fantasy) events.						
8. Explain the differences and similarities of the school-age care program's function and purpose and that of the elementary classroom program.						
9. List and describe five or more community resources appropriate for inclusion in a school-age program.						
10. Explain the purpose and goal of each of the following program elements for inclusion in a school-age program:						
10a. art activities						
10b. children's hobbies						
10c. manipulatives						
10d. library activities						
10e. dramatic play						
10f. games						
10g. science						
11. Describe two or more developmentally appropriate activities for each program element. (Re: Cognitive 2.2: 8 a-g)						

Application

1. Plan and write two or more activities which facilitate development for each of the following:						
1a. cooperation						
1b. self-motivation						
1c. art						
1d. language arts						
1e. manipulatives						

1f. library activities
1g. dramatic play
1h. games
1i. science
2. Plan and write two or more activities which utilize community resources.
3. Interview a group of children about their hobbies; plan and write two or more activities utilizing the children's hobbies.
4. Preview all films and activities for overuse of inappropriate content or stimulation to include violent, disturbing, exciting, or frightening real or fantasy events.

1	2	3	4	5	6

2.3 Plan a developmentally appropriate outdoor program for a child care program serving children ages six through eight.

Cognitive

1. Explain the importance of utilizing the outdoors in program planning.
2. Explain how the outdoor program serves as an extension of the indoor program.
3. Describe the components of a stimulating outdoor school-age care program to include areas for crafts and activities, gardens for planting, a treehouse, sand pit, hammock, large open spaces for games, sports, and large group activities, and swinging, climbing, and balancing equipment.
4. Describe the components of choosing and using safe, age appropriate equipment and playground surfaces.

5. Describe two or more developmentally appropriate activities for each of the following outdoor program elements:
   - 5a. crafts
   - 5b. gardening
   - 5c. treehouse
   - 5d. sand play
   - 5e. sportsmanship
   - 5f. games

1	2	3	4	5	6

Application

1. Design an outdoor school-age care environment for children ages 6-8.

3.1 Use developmentally appropriate teaching behaviors and activities with children, ages six through eight, in a school-age care program.

Cognitive

1. Explain the role of the provider as facilitator in implementing a child care program for children ages six through eight.
2. Describe teacher behaviors which facilitate children's prosocial behavior, perseverance, independence, and industry.
3. Review the need to establish and maintain weekly activity logs on school-age children to generate overall care plans for them.
4. Explain teacher responsibilities and liability issues for off-site child care experiences.

Application

	1	2	3	4	5	6
1. Establish and maintain a weekly log on one child to generate an overall care plan.						
2. Establish and maintain daily communication and feedback with parents of the school-age children cared for.						
3. Facilitate prosocial behavior by giving children daily opportunities to problem-solve.						
4. Develop self control in children by involving them in establishing rules and problem-solving misbehavior.						
5. Develop children's consciences by positively setting and maintaining clear limits.						
6. Guide children through use of redirection.						
7. Organize and facilitate planned activities:						
7a. involving children's hobbies.						
7b. in art.						
7c. using library resources.						
7d. using community resources.						
7e. in dramatic play.						
7f. planned games or sports.						
7g. in science.						
7h. involving children's parents as resources or participants.						
7i. involving children's ideas.						

3.2 Demonstrate an understanding of teamwork skills needed in a child care setting serving children ages six through eight years.

Cognitive

1. Explain the need for teamwork in a child care setting serving children ages six through eight years.						

	1	2	3	4	5	6
2. Describe interpersonal skills needed to work effectively in a team:						
2a. cross-cultural awareness and sensitivity						
2b. oral communication skills						
2c. disclosure						
2d. observation						
2e. giving feedback						
2f. role clarification/negotiation through goal setting						
3. Describe negotiation skills needed to overcome disagreements that occur among team members:						
3a. objectively focusing on problem						
3b. problem solving strategies						
4. Identify teamwork skills needed to pool talents to pursue common center goals:						
4a. assessment of individual and team capabilities						
4b. establish team goals						
4c. identify performance standards						
4d. provide feedback						
4e. provide coaching						
4f. problem solving strategies						

Application

1. Using role play, display interpersonal skills needed to work effectively as a team member in a setting which serves children ages six through eight years.						
2. Using role play, display negotiation skills in resolving disagreements.						
3. Using role play, practice teamwork skills needed to establish and reach center goals.						

3.3 Demonstrate an understanding of professional ethics and responsibilities applicable to the caregiver.

Cognitive

1. Explain the intent of principles in the National Association For The Education of Young Children's Code of Conduct as it applies to caregivers of children, ages six through eight years:
    - 1a. ethical responsibilities to children
    - 1b. ethical responsibilities to families
    - 1c. ethical responsibilities to colleagues
    - 1d. ethical responsibilities to community
2. Describe the legal responsibilities of the caregiver to each child cared for.

1	2	3	4	5	6

Applicable

1. Using role-play and the NAEYC Code of Conduct, use problem solving skills to address ethical dilemmas.
2. Using role-play, use problem solving skills to address legal dilemmas.

Guidance Techniques and Group Management

Course Description: This three hour credit course provides an examination of theoretical approaches to guidance; appropriate application; planning strategies; advanced observation techniques; site-based experiences; ethical problem solving; and teamwork skills in group management. Direct and indirect methods of guiding the individual child or group of children toward positive self esteem and self control are emphasized.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Evaluate theoretical approaches for use in a child care setting.

2.1 Display behaviors that facilitate emotional growth in children.

2.2 Demonstrate an understanding of teamwork skills needed in guiding young children.

2.3 Demonstrate an understanding of professional ethics and responsibilities needed when guiding young children.

3.1 Plan strategies for emotional growth in individual children.

3.2 Identify strategies that develop group dynamic skills among children.

4.1 Implement guidance strategies which facilitate emotional growth in children.

5.1 Identify ways to help children cope with life issues.

6.1 Identify children who display social or emotional problems.

6.2 Demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems.

COURSE: Guidance Techniques and Group Management

Unit 1: Theoretical Approaches

Competency 1.1:

Evaluate theoretical approaches for use in a child care setting.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will evaluate theoretical approaches for use in a child care setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe characteristics of the major theoretical approaches used to guide young children:
    - 1a. Social Cognition theory
    - 1b. Behaviorist theory
    - 1c. Adlerian theory
    - 1d. Rogerian theory
    - 1e. Erikson's theory
2. Evaluate selection of guidance techniques to development of self-control in young children.
3. Evaluate selection of guidance techniques to language and memory development in children.
4. Evaluate selection of guidance techniques to egocentrism and moral development in children.

Competency 1.1:

Evaluate theoretical approaches for use in a child care setting.

Cognitive:

5. Analyze how children's self concepts are affected by guidance techniques used by adults.
6. Explain why an eclectic approach to guidance is preferable to one approach.

Application:

The Student will:

1. Using a prepared observation checklist, observe and record identified theoretical approaches used by a caregiver.
2. Evaluate theoretical approaches utilized by the caregiver.

Competency 1.1:

Evaluate theoretical approaches for use in a child care setting.

Suggested Activities:	References:
1. To aid in the understanding of theories in everyday life, and particularly in guiding young children, research and debate a current interest topic: • whether children with AIDS should be enrolled • whether spanking is a deterrent to children's misbehavior • whether "teaching" babies how to read accelerates cognitive development	
2. View and discuss films on guidance theories.	Freud: The Hidden Nature of Man. videotape. Films For The Humanities And Science. Pavlov: The Conditioned Reflex. videotape. Davidson Films. Jean Piget: Memory and Intelligence. videotape. Seasons of Life: The Story of Erik Erikson. videotape.
3. Assess the effectiveness of learning theory by conducting a mini case study of a child. After setting a goal for the child (e.g. sitting through a meal, using words instead of hitting, speaking in a quiet voice instead of whining) determine reinforcers and modeling techniques to use in changing the	

Competency 1.1:

Evaluate theoretical approaches for use in a child care setting.

Suggested Activities:

behavior. Report results to class after one month of the study.

4. Observe a caregiver with a child. Record an instance where the caregiver seeks to get the child to follow a directive and describe whether the adult's strategies were successful. Compare observations with a classmate's.

References:

Marion, Marian. Guidance of Young Children, pp. 6-29.

COURSE: Guidance Techniques and Group Management

Unit 2: Caregiver Behaviors

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will display behaviors that facilitate self esteem in children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the characteristics of major guidance styles of caregivers:
    - 1a. authoritarian
    - 1b. permissive
    - 1c. authoritative
2. Evaluate the impact of each caregiver style on children.
3. Explain how teacher expectations and assumptions affect children's behavior.
4. Define congruence.
5. Evaluate interrelated teacher behaviors which impact positively on children's behavior:
    - 5a. withitness
    - 5b. close supervision
    - 5c. clear expectations
    - 5d. consistent rules

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Cognitive:

5e. redirection
5f. reinforcement
5g. appropriate voice tone, pitch
5h. appropriate physical contact
5i. body language
5j. "I" messages and "you" messages
5k. active listening

6. Explain the relationship between the age of a child and the selection of caregiver guidance behaviors.
7. Review the typical behavior of each of the following age groups:
   - 7a. 0-9 months
   - 7b. 9-18 months
   - 7c. 18-36 months
   - 7d. three through five years
8. Identify major goals of social and emotional development for each age group:
   - 8a. 0-9 months
   - 8b. 9-18 months
   - 8c. 18-36 months
   - 8d. three through five years

Application:

For one age group, the student will:

0-9 months

1. Give infants advance notice of what you will do next.
2. Plan a schedule so infants don't have to wait long to have needs met.
3. Remove temptations from infant's reach.
4. Use the word "no" sparingly.
5. Give infants real, but limited choices.
6. Use positive words to explain rules or limits.
7. Express feelings with facial expressions and tone of voice.
8. Take steps to understand why an infant is crying.
9. Provide soothing activities to frustrated infants.

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Application:

10. Tell infants that their sad, hungry, or frustrated feelings are accepted.
11. Respond immediately to infants' needs for food and comfort.
12. Look at infants frequently when feeding, changing diapers, and playing with them.
13. Provide safe toys within easy reach.
14. Closely monitor infants.

9-18 months

1. Talk to infants in ways that show respect for their feelings.
2. Guide infants to touch each other and treat each other gently.
3. Model prosocial behaviors desired in children.
4. Exhibit pride and pleasure in the new skills and accomplishments infants achieve.
5. Positively redirect mobile infants when in danger.
6. Use the word "no" sparingly.
7. Simply explain the reason for alternate behaviors.
8. Closely monitor infants.
9. Give short, explicit instructions.

18-36 months

1. Set up environment with sufficient number of toys for each child.
2. Remove temptations or dangerous objects from toddlers' reach.
3. Explain rules and limits using simple, positive words.
4. Tell toddlers what they can do.
5. Give toddlers chances to make decisions and choices.
6. Provide soothing activities for frustrated toddlers.
7. Redirect toddlers who are misbehaving.
8. Remind toddlers who are misbehaving of the classroom rules.
9. Exhibit appropriate ways to express negative feelings.
10. Reinforce positive behavior.
11. Give clear, simple choices.
12. Stop out-of-control behavior by restraining children until they are calmed down.
13. Closely supervise toddlers.
14. Utilize transition games and songs when changing activities.

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Application:

Ages three through five

1. Provide an environment that encourages children's self discipline by making a place for everything using picture labels to show where things go.
2. Make rules, directions clear.
3. Involve children in setting limits and making group rules.
4. Aid children in their use of problem solving skills to develop solutions.
5. Use words that focus on the child's behavior, not the child.
6. Positively state directions.
7. Remind children of rules in a positive way.
8. Reinforce children's positive behavior with praise.
9. Model appropriate ways to express negative feelings.
10. Provide soothing activities for frustrated children.
11. Use redirection with frustrated or misbehaving children.
12. Remind children to use words to tell others how they feel.
13. Set clear limits.
14. Be consistent in guidance behaviors.
15. Give children attention for positive behaviors.
16. Teach behaviors that are incompatible with aggression.
17. Use logical consequences.
18. Closely supervise children.
19. Utilize transition games and songs when changing activities.

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Suggested Activities:	References:
1. View the video on guidance and record suggestions on positive guidance strategies. Discuss information in class.	Agency For Instructional Technology. Enhancing Self Esteem, Respecting Diversity And Providing Guidance. videotape.
2. From instructor prepared situations, role play a young child and the caregiver displaying behaviors for each of the major caregiving styles: • authoritarian • permissive • authoritative Discuss feelings you had while in the role of each person. Discuss the possible effects on the child of each caregiver's style.	
3. View an instructor-prepared videotape which shows caregivers behaving in ways that impact positively on children's behavior. Record instances of behaviors displayed that are listed in enabling objective 5 a-k (cognitive). Discuss to what extent these teacher behaviors are important determiners of children's behaviors.	
4. In small groups discuss behavior problem situations and why you think they occurred. Brainstorm alternatives for each situation.	Phillips, Carol Brunson, Ed. Essentials For Child Development Associates Working With Young Children, pp. 195-197.
5. Observe one age group of children with their caregivers. Record interactions and respond to effectiveness in facilitating the children's emotional development. When warranted, state alternative strategies you would use and justify.	

Competency 2.1:

Display behaviors that facilitate self esteem in children.

Suggested Activities:	References:
6. Read the vingette about the spoiled child-myth or reality? and answer the questions posed by the author.	Miller, Darla Ferris. "The Spoiled Child-Myth or Reality?" Positive Child Guidance, pp. 17-18.
7. From an instructor prepared list of negative injunctions or threats, (e.g. "If you do that one more time ...", "I'm counting to three ...") Change each statement to a positive one, telling the child what you want him to do.	
8. Observe a group of preschool children. Identify a child or children who appear(s) to have peer acceptance problems. Plan and implement strategies and words to help the child with relationship skills.	Kemple, Kristen. "Preschool Children's Peer Acceptance and Social Interaction." Young Children (July, 1991), pp. 47-54.

COURSE: Guidance Techniques and Group Management

Unit 2: Caregiver Behaviors

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of teamwork skills needed in guiding young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork when guiding a group of young children.
2. Describe interpersonal skills needed to work effectively in a team:
   - 2a. cross-cultural awareness and sensitivity
   - 2b. oral communication skills
   - 2c. disclosure
   - 2d. observation
   - 2e. giving feedback
   - 2f. role clarification/negotiation through goal setting.
3. Describe negotiation skills needed to overcome disagreements that occur among team members:
   - 3a. objectively focusing on problem
   - 3b. problem solving strategies
4. Identify teamwork skills needed to pool talents to pursue common center goals:
   - 4a. assessment of individual and team capabilities
   - 4b. establish team goals

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Cognitive:

4c. identify performance standards
4d. provide feedback
4e. provide coaching
4f. problem solving strategies

Application:

The Student will:

1. Using role play, display interpersonal skills needed to work effectively as a team member when guiding young children.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Suggested Activities:

1. Respond to the following teamwork situations:
   - A co-worker is having problems redirecting Sally away from a pond during a field trip. The child is dipping her foot into the water. You go over to help out, but as you walk over to the pond, you notice one of the children in your small group is running toward a busy street next to the park. Why might these children be misbehaving? What teamwork skills could prevent these kinds of situations?
   - It is snack time and each child must wash her hands. Some children need more guidance than others. How can teamwork be effectively utilized in this situation?
   - Children are engaged in free play. What should caregivers be doing?
   - Some children in a toddler room show toileting readiness. Others still need regular diaper changes. Explain how teamwork skills can be used in this situation.
2. Observe caregivers in different rooms of a child care center. Write instances of effective teamwork skills used in guiding

References:

Competency 2.2:

Demonstrate an understanding of teamwork skills needed in guiding young children.

Suggested Activities:

infants, toddlers, and preschool age children. Share information with the class.

References:

COURSE: Guidance Techniques and Group Management

Unit 2: Caregivers Behavior

Competency 2.3:

Demonstrate an understanding of professional ethics and responsibilities needed when guiding young children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will demonstrate an understanding of professional ethics and responsibilities needed when guiding young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of principles in the National Association For The Education Of Young Children's Code of Conduct as it applies to caregivers when guiding children:
   - 1a. cross-cultural awareness and sensitivity
   - 1b. oral communication skills
   - 1c. disclosure
   - 1d. observation
   - 1e. giving feedback
   - 1f. role clarification/negotiation through goal setting.
2. Describe negotiation skills needed to overcome disagreements that occur among team members:
   - 2a. objectively focusing on problem
   - 2b. problem solving strategies

Competency 2.3:

Demonstrate an understanding of professional ethics and responsibilities needed when guiding young children.

Suggested Activities:

1. Respond to the following ethical dilemmas that face care providers when guiding children:
   - A parent who believes that any kind of correction will psychologically harm his child.
   - A parent who believes the best way to 'train' her daughter to use the toilet is to leave her in soiled pants for a long period of time.
   - A child does not respond to redirection, clear limits, or other discipline strategies, and continues to frighten and hurt children in the 3 year-old classroom.

2. Read resource material on crying, and write a personal belief statement about how long a caregiver should let a child/infant (distinguish ages and caregiver responses to each age) cry, to include circumstances.

References:

Solter, Aletha. "Understanding Tears and Tantrums." Young Children (May, 1992), pp. 64-68.

Jewett, C. Helping Children Cope With Separation and Loss.

Essa, Eva. A Practical Guide To Solving Preschool Behavior Problems, pp. 208-214.

Competency 2.3:

Demonstrate an understanding of professional ethics and responsibilities needed when guiding young children.

Suggested Activities:

3. Role play real-life examples given in resource material on generating values in young children.

References:

Spock, Benjamin. Baby and Child Care.

Riley, S.S. How To Generate Values In Young Children.

COURSE: Guidance Techniques and Group Management

Unit 3: Guidance Planning

Competency 3.1:

Plan strategies for emotional growth in individual children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, guest lecture information, and field experiences, the student will plan strategies for emotional growth in individual children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the reason for conducting on-going observations of all children for the purpose of planning guidance techniques.
2. Describe the relationship between a child's developmental stage and the selection of guidance strategies.
3. Describe appropriate observation facilities and tools to use in a center setting for planning guidance strategies.
4. Describe the procedures to use in planning guidance strategies for an individual child.
5. Explain the purpose of including parents in the implementation of guidance strategies.
6. Describe the procedures for including parents in guidance planning and actions.

Competency 3.1:

Plan strategies for emotional growth in individual children.

Application:

The Student will:

1. Using a prepared observational checklist, record the observed behaviors of all children in a center classroom.
2. For each of the following behaviors, identify a child who exhibits it:
   - 2a. emotional control
   - 2b. physical aggression
   - 2c. trouble with sleep, eating, or toileting
   - 2d. joyfulness
   - 2e. shyness
   - 2f. predominate solitary play
   - 2g. predominate parallel play
   - 2h. predominate group play
   - 2i. predominately unoccupied
   - 2j. few prosocial skills
   - 2k. predominate prosocial behavior
3. Observe three of the identified children individually for three day periods and record instances of all of their behaviors:
   - 3a. emotional control
   - 3b. physical aggression
   - 3c. trouble with sleep, eating, or toileting
   - 3d. joyfulness
   - 3e. shyness
   - 3f. predominate solitary play
   - 3g. predominate parallel play
   - 3h. predominate group play
   - 3i. predominately unoccupied
   - 3j. few prosocial skills
   - 3k. predominate prosocial behavior
4. Write recommended actions for emotional growth, appropriate for each child observed:
   - 4a. emotional control
   - 4b. physical aggression
   - 4c. trouble with sleep, eating, or toileting
   - 4d. joyfulness
   - 4e. shyness

Competency 3.1:

Plan strategies for emotional growth in individual children.

Application:

4f. predominate solitary play
4g. predominate parallel play
4h. predominate group play
4i. predominately unoccupied
4j. few prosocial skills
4k. predominate prosocial behavior

5. From the written guidance recommendations, role play actions to take with two of the observed children.

Competency 3.1:

Plan strategies for emotional growth in individual children.

Suggested Activities:	References:
1. In groups observe and record children's behaviors using one assigned observation strategy (anecdotal record, running account, time sampling, event sampling). Evaluate usefulness of strategy in gathering information on behaviors for: • misbehaving • wandering • watching • toileting accidents	Miller, Darla. Positive Child Guidance, pp. 114-121.
2. Role play a meeting with a parent in which you solicit information about his child's self-identity. Record ideas parent gives on helping guide the child in class to strengthen self-esteem.	Beaty, Janice. Observing Development Of The Young Child.
3. Read resource material for suggestions to use with individual children in their emotional development. Develop files with strategies for different kinds of behavior desired (e.g. joyfulness, confident, verbalizes anger).	Beaty, Janice. Observing Development Of The Young Child. Mayesky, Mary. Creative Activities For Young Children, pp. 79-92.
4. Interview a parent of a child at the child care center to determine the parent's attitudes and values about their child's sex role identity. Record information in a personal journal and reflect on ways the parent's values are similar to and different from yours. List ways of supporting the parent's values in the classroom, and/or of balancing them with real world realities. Write ways to discuss program differences with the parent.	

COURSE: Guidance Techniques and Group Management

Unit 3: Guidance Planning

Competency 3.2:

Identify strategies that develop group dynamic skills among children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, and field experiences, the student will identify strategies that develop group dynamic skills among children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define group dynamics.
2. Explain the need for children to develop skills in group dynamics.
3. List strategies for incorporating group dynamic skill building into the curriculum:
    - 3a. no-lose conflict resolution
    - 3b. brainstorming ideas
    - 3c. win-win cooperation games
4. List environmental design and organization strategies that can be used to facilitate group dynamics.

COURSE: Guidance Techniques and Group Management

Unit 3: Guidance Planning

Competency 3.2:

Identify strategies that develop group dynamic skills among children.

Application:

The Student will:

1. Plan an activity that facilitates group dynamics among children in a preschool classroom.
2. Design a preschool classroom which facilitates group cooperation and dynamics among children.

Competency 3.2:

Identify strategies that develop group dynamic skills among children.

Suggested Activities:	References:
1. Read children's books about sharing and cooperation. Brainstorm ways of utilizing the book(s) in class to teach children group dynamics skills.	Keats, Ezra Jack. Louie. Lionni, Leo. Tico and The Golden Lamp.
2. Create a puppet show that shows children how to do one or more of the following: • take turns with a task • help another with a task • share something	
3. Read resource material and implement one of the suggestions with a group of children. Report back to class.	Beaty, Janice. "Prosocial Behavior." Observing Development Of The Young Child, pp. 111-127
4. List components of a dramatic play interest center that facilitates cooperative play among small groups of children.	

COURSE: Guidance Techniques and Group Management

Unit 4: Implementing Guidance Plans

Competency 4.1:

Implement guidance strategies which facilitate emotional growth in children.

Terminal Performance Objective:

Given a group of children, text, supplemental material, and field experiences, the student will perform guidance strategies which facilitate emotional growth in children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Summarize the guidance strategies planned for each observed child. (Re: 3.1: Application 4a-4k)

Application:

The Student will:

1. Using the written guidance recommendations, implement strategies appropriate for each child displaying the following behaviors:
    1a. emotional control
    1b. physical aggression
    1c. troubles with sleep, eating, or toileting
    1d. joyfulness
    1e. shyness

Competency 4.1:

Implement guidance strategies which facilitate emotional growth in children.

Application:

  1f. predominate solitary play
  1g. predominate parallel play
  1h. predominate group play
  1i. predominately unoccupied
  1j. few prosocial skills
  1k. predominate prosocial behavior

2. For each child, write an evaluation describing the results of the planned guidance strategy utilized.
3. Discuss the results with the center director and/or course instructor.
4. Implement an activity that facilitates group dynamics among children in a preschool classroom.
5. Implement an activity that facilitates individual decision making skills among children in a preschool classroom.

Competency 4.1:

Implement guidance strategies which facilitate emotional growth in children.

Suggested Activities:

1. Read resource materials and implement author suggested activities for helping children who have:
    - aggressive and antisocial behavior.
    - disruptive behaviors.
    - shyness.
    - eating problems.
    - emotional behaviors.

    Evaluate activities after implemented with the children.

2. With one or more classmates, present a puppet show on cooperation, sharing, or problem solving to a group of preschool children.

3. Using a teacher-prepared live ant farm, observe the ants and brainstorm ways of using the live farm in a preschool classroom to teach children:
    - cooperation.
    - roles of group members.
    - problem solving

    Implement a teacher-directed activity from a selected idea.

4. Use a mirror in the classroom in a variety of activities to facilitate a child's self concept.

References:

Essa, Eva. A Practical Guide To Solving Preschool Behavior Problems.

Berne, Patricia. "Nurturing Success." Annual Editions: Early Childhood Education (92/93), pp. 161-164.

Kostelnik, Marjorie. "Children's Self-Esteem: The Verbal Environment." Annual Editions: Early Childhood Education (92/93), pp. 165-169.

Smith, Charles. "Puppetry and Problem Solving Skills." Curriculum Planning For Young Children, pp. 213-220.

Mayesky, Mary. Creative Activities For Young Children, p. 88.

COURSE: Guidance Techniques and Group Management

Unit 5: Responding to Life Issues

Competency 5.1:

Identify ways to help children cope with life issues.

Terminal Performance Objective:

Given text, supplemental material, guest lecture information, and field experiences, the student will identify ways to help children cope with life issues, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need to help children understand family issues in the life cycle.
2. Describe common patterns of a young child's emotional response to:
   - 2a. serious illness or injury of a family member.
   - 2b. loss/death of a loved one.
   - 2c. divorce
   - 2d. remarriage of a parent.
   - 2e. new sibling.
   - 2f. sibling relationships.
3. Discuss strategies for helping children cope with issues by incorporating life cycle and family issues into the classroom curriculum.
4. Explain the need for teacher awareness of individual children's family issues.
5. Discuss teacher guidance strategies to use to help children cope with personal family issues.
6. Explain the need to help children understand community problems.

Competency 5.1:

Identify ways to help children cope with life issues.

Cognitive:

7. Describe common responses of young children to:
   - 7a. environmental catastrophes.
   - 7b. accidents, crime.
8. Discuss strategies for incorporating coping responses to community problems into classroom activities.

Application:

The Student will:

1. Develop an activity that facilitates children's understanding of a life issue or community problem.
2. List books to use with children which help them understand a variety of life issues and community problems.

Competency 5.1:

Identify ways to help children cope with life issues.

Suggested Activities:

1. Facilitate a child and her family's stress management by developing resource files- books for parents and books for children on:
    - serious illness or injury of a family member.
    - loss/death of a loved one.
    - remarriage of a parent.
    - divorce of a parent.
    - moving to a new home.
    - new sibling.
    - child and/or adult abuse.
    - severe weather storms.

2. In small groups, set up a dramatic "family issues" play center that includes props, costumes, and materials:
    - moving
    - new sibling
    - illness or death
    - remarriage

3. From instructor-prepared family issued vignette cards, role play appropriate and inappropriate caregiver conversations with children about:
    - divorce.
    - abuse.
    - new sibling.
    - death.
    - alternative lifestyle (e.g. gay) of parent.
    - a local community tragedy.

References:

Brunson, Carol, Ed. Essentials For Child Development- Associates Working With Young Children, pp. 250-272.

Skeen, Patsy. "The Teacher's Role In Facilitating A Child's Adjustment To Divorce." Curriculum Planning For Young Children, pp. 228-235.

Furman, Erma. "Helping Children Cope With Death." Curriculum Planning For Young Children, pp. 238-245.

Competency 5.1:

Identify ways to help children cope with life issues.

Suggested Activities:	References:
4. In groups, research and identify ways of bringing in insects and animals to the classroom to help children understand life cycle events.	
5. Plan guided relaxation activities with children.	Lowenstein, Janai. "A Is For Apple, P Is For Preschool Stress Management." Annual Editions: Early Childhood Education (92/93), pp. 180-183.

COURSE: Guidance Techniques and Group Management

Unit 6: Strategies For Children With Behavioral Problems

Competency 6.1:

Identify children who display social or emotional problems.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will identify children who display social or emotional problems, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the difficulty in defining behavior disorders.
2. Describe characteristics of behavior disorders which fall out of the normal range as explained by the U.S. Department of Education.
3. Explain the relationship between teacher tolerance and a child's identification as behaviorally disordered.
4. Define rate, duration, topography, and magnitude in the measurement of children's behavior.
5. Explain the purpose and importance of daily logs in recording behaviors and identifying characteristics of children who demonstrate social or emotional problems.

Competency 6.1:

Identify children who display social or emotional problems.

Application:

The Student will:

1. Design a daily log which includes space for behavior problems, including places to mark rate, duration, topography, and magnitude.
2. Establish a two week baseline study of a child who frequently exhibits social or emotional problems, using a daily log.
3. Observe and record the child's behavior, identifying the behavior (e.g. hitting) and noting the rate, duration, topography, and magnitude of each incident.
4. Chart rate, duration, and magnitude of problems observed on a diagram at the end of the two week period.
5. Evaluate the recorded behaviors.
6. Write intervention recommendations to include a professional referral, if warranted.
7. Share intervention recommendation with supervising instructor.

Competency 6.1:

Identify children who display social or emotional problems.

Suggested Activities:

1. Observe a preschool class of children. Identify one child who exhibits frequent behavior problems in one or more of the following:
   - aggressive and antisocial behavior.
   - disruptive behaviors.
   - destructive behaviors.
   - dependent behaviors.
   - non-participation.

Choose one of the behaviors to chart. Chart for a period of two weeks. Report observations to supervisor, and discuss follow-through strategies.

References:

Essa, Eva. A Practical Guide To Solving Preschool Behavior Problems.

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Unit 6: Strategies For Children With Behavioral Problems

Competency 6.2:

Demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Review the purpose and importance of involving parents in all behavioral plans for children who display emotional and/or social problems.
2. Review the purpose and importance of caregiver/staff collaboration in planning and implementing behavioral plans for children who display emotional and/or social problems.
3. Identify and explain the components and characteristics of a parent/caregiver planning conference.
4. Identify and explain the principles and characteristics of colleague collaboration in setting behavioral goals for children.
5. Identify and describe the steps of implementing a behavior plan to include a baseline study, parent conference, staff collaboration, individual behavior planning, and evaluation.

Competency 6.2:

Demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems.

Application:

The Student will:

1. Plan a collaborative staff meeting for the purpose of implementing a behavioral plan for a specific child.
2. Using role play, conduct a staff meeting for the purpose of implementing a behavioral plan for one specific child.
3. Using a prepared checklist, evaluate the role played staff meeting.
4. Plan a parent meeting for the purpose of implementing a behavior plan for one specific child.
5. Using role play, conduct a parent meeting for the purpose of implementing a behavior plan for one specific child.
6. Using a prepared checklist, evaluate the role played parent meeting.

Competency 6.2:

Demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems.

Suggested Activities:

1. Research and develop a list of books which help parents to be more effective in their parenting. Brainstorm strategies of using the books at a parent education night or book fair.

2. Role play a meeting with a parent (take turns being teacher and parent) where information about the child's behavioral problems are discussed. Include plans for goal setting and parent involvement.

References:

Elkind, David. *The Hurried Child: Growing Up Too Fast Too Soon*.

Faber, A. *How To Talk So Kinds Will Listen And Listen So Kids Will Talk*.

Gordon, Thomas. *Parent Effectiveness Training*.

Relationships. NAEYC.

GUIDANCE TECHNIQUES AND GROUP MANAGEMENT

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

1.1 Evaluate theoretical approaches for use in a child care setting.

Cognitive

1. Describe characteristics of the major theoretical approaches used to guide young children:
   1a. Social Cognition theory
   1b. Behaviorist theory
   1c. Adlerian theory
   1d. Rogerian theory
   1e. Erikson's theory
2. Evaluate selection of guidance techniques to development of self-control in young children.

GRADING PERIODS

1	2	3	4	5	6

3. Evaluate selection of guidance techniques to language and memory development in children.
4. Evaluate selection of guidance techniques to egocentrism and moral development in children.
5. Analyze how children's self concepts are affected by guidance techniques used by adults.
6. Explain why an eclectic approach to guidance is preferable to one theory.

1	2	3	4	5	6

Application

1. Using a prepared observation checklist, observe and record identified theoretical approaches used by a caregiver.
2. Evaluate theoretical approaches utilized by the caregiver.

2.1 Display behaviors that facilitate high esteem in children.

Cognitive

1. Describe the characteristics of major guidance styles of caregivers:
    1a. authoritarian
    1b. permissive
    1c. authoritative
2. Evaluate the impact of each caregiver style on children.
3. Explain how teacher expectations and assumptions affect children's behavior.
4. Define congruence.
5. Evaluate interrelated teacher behaviors which impact positively on children's behavior:
    5a. withitness
    5b. close supervision
    5c. clear expectations

	1	2	3	4	5	6
5d. consistent rules						
5e. redirection						
5f. reinforcement						
5g. appropriate voice tone, pitch						
5h. appropriate physical contact						
5i. body language						
5j. "I" messages and "you" messages						
5k. active listening						
6. Explain the relationship between the age of a child and the selection of caregiver guidance behaviors.						
7. Review the typical behavior of each of the following age groups:						
7a. 0-9 months						
7b. 9-18 months						
7c. 18-36 months						
7d. three through five years						
8. Identify major goals of social and emotional development for each age group:						
8a. 0-9 months						
8b. 9-18 months						
8c. 18-36 months						
8d. three through five years						

Application

0-9 months

1. Give infants advance notice of what you will do next.						
2. Plan a schedule so infants don't have to wait long to have needs met.						
3. Remove temptations from infant's reach.						
4. Use the word "no" sparingly.						

	1	2	3	4	5	6
5. Give infants real, but limited choices.						
6. Use positive words to explain rules or limits.						
7. Express feelings with facial expressions and tone of voice.						
8. Take steps to understand why an infant is crying.						
9. Provide soothing activities to frustrated infants.						
10. Tell infants that their sad, hungry, or frustrated feelings are accepted.						
11. Respond immediately to infants' needs for food and comfort.						
12. Look at infants frequently when feeding, changing diapers, and playing with them.						
13. Provide safe toys within easy reach.						
14. Closely monitor infants.						

Application

9-18 months

1. Talk to infants in ways that show respect for their feelings.						
2. Guide infants to touch each other and treat each other gently.						
3. Model prosocial behaviors desired in children.						
4. Exhibit pride and pleasure in the new skills and accomplishments infants achieve.						
5. Positively redirect mobile infants when in danger.						
6. Use the word "no" sparingly.						
7. Simply explain the reason for alternate behaviors.						
8. Closely monitor infants.						
9. Give short, explicit instructions.						

18-36 months

	1	2	3	4	5	6
1. Set up environment with sufficient number of toys for each child.						
2. Remove temptations or dangerous objects from toddlers' reach.						
3. Explain rules and limits using simple, positive words.						
4. Tell toddlers what they can do.						
5. Give toddlers chances to make decisions and choices.						
6. Provide soothing activities for frustrated toddlers.						
7. Redirect toddlers who are misbehaving.						
8. Remind toddlers who are misbehaving of the classroom rules.						
9. Exhibit appropriate ways to express negative feelings.						
10. Reinforce positive behavior.						
11. Give clear, simple choices.						
12. Stop out-of-control behavior by restraining children until they are calmed down.						
13. Closely supervise toddlers.						
14. Utilize transition games and songs when changing activities.						

Ages three through five

1. Provide an environment that encourages children's self discipline by making a place for everything using picture labels to show where things go.						
2. Make rules, directions clear.						
3. Involve children in setting limits and making group rules.						
4. Aide children in their use of problem solving skills to develop solutions.						
5. Use words that focus on the child's behavior, not the child.						
6. Positively state directions.						
7. Remind children of rules in a positive way.						
8. Reinforce children's positive behavior with praise.						
9. Model appropriate ways to express negative feelings.						
10. Provide soothing activities for frustrated children.						

	1	2	3	4	5	6
11. Use redirection with frustrated or misbehaving children.						
12. Remind children to use words to tell others how they feel.						
13. Set clear limits.						
14. Be consistent in guidance behaviors.						
15. Give children attention for positive behaviors.						
16. Teach behaviors that are incompatible with aggression.						
17. Use logical consequences.						
18. Closely supervise children.						
19. Utilize transition games and songs when changing activities.						

2.2 Demonstrate an understanding of teamwork skills needed in guiding young children.

Cognitive

1. Explain the need for teamwork when guiding a group of young children.						
2. Describe interpersonal skills needed to work effectively in a team:						
2a. cross-cultural awareness and sensitivity						
2b. oral communication skills						
2c. disclosure						
2d. observation						
2e. giving feedback						
2f. role clarification/negotiation through goal setting.						
3. Describe negotiation skills needed to overcome disagreements that occur among team members:						
3a. objectively focusing on problem						
3b. problem solving strategies						
4. Identify teamwork skills needed to pool talents to pursue common center goals:						
4a. assessment of individual and team capabilities						
4b. establish team goals						

4c. identify performance standards
4d. provide feedback
4e. provide coaching
4f. problem solving strategies

1	2	3	4	5	6

Application

1. Using role play, display interpersonal skills needed to work effectively as a team member when guiding young children.
2. Using role play, display negotiation skills in resolving disagreements.
3. Using role play, practice teamwork skills needed to establish and reach center goals.

2.3 Demonstrate an understanding of professional ethics and responsibilities needed when guiding young children.

Cognitive

1. Explain the intent of principles in the National Association For The Education Of Young Children's Code of Conduct as it applies to caregivers when guiding children:
   1a. cross-cultural awareness and sensitivity
   1b. oral communication skills
   1c. disclosure
   1d. observation
   1e. giving feedback
   1f. role clarification/negotiation through goal setting.
2. Describe negotiation skills needed to overcome disagreements that occur among team members:
   2a. objectively focusing on problem
   2b. problem solving strategies

3.1 Plan strategies for emotional growth in individual children.

Cognitive

1. Explain the reason for conducting on-going observations of all children for the purpose of planning guidance techniques.
2. Describe the relationship between a child's developmental stage and the selection of guidance strategies.
3. Describe appropriate observation facilities and tools to use in a center setting for planning guidance strategies.
4. Describe the procedures to use in planning guidance strategies for an individual child.
5. Explain the purpose of including parents in the implementation of guidance strategies.
6. Describe the procedures for including parents in guidance planning and actions.

1	2	3	4	5	6

Application

1. Using a prepared observational checklist, record the observed behaviors of all children in a center classroom.
2. For each of the following behaviors, identify one child who exhibits it:
    - 2a. emotional control
    - 2b. physical aggression
    - 2c. trouble with sleep, eating, or toileting
    - 2d. joyfulness
    - 2e. shyness
    - 2f. predominate solitary play
    - 2g. predominate parallel play
    - 2h. predominate group play
    - 2i. predominately unoccupied

	1	2	3	4	5	6
2j. few prosocial skills						
2k. predominate prosocial behavior						
3. Observe three of the identified children individually for three day periods and record instances of all of their behaviors:						
3a. emotional control						
3b. physical aggression						
3c. trouble with sleep, eating, or toileting						
3d. joyfulness						
3e. shyness						
3f. predominate solitary play						
3g. predominate parallel play						
3h. predominate group play						
3i. predominately unoccupied						
3j. few prosocial skills						
3k. predominate prosocial behavior						
4. Write recommended actions for emotional growth, appropriate for each child observed:						
4a. emotional control						
4b. physical aggression						
4c. trouble with sleep, eating, or toileting						
4d. joyfulness						
4e. shyness						
4f. predominate solitary play						
4g. predominate parallel play						
4h. predominate group play						
4i. predominately unoccupied						
4j. few prosocial skills						
4k. predominate prosocial behavior						

5. From the written guidance recommendations, role play actions to take with two of the observed children.

1	2	3	4	5	6

3.2 Identify strategies that develop group dynamic skills among children.

Cognitive

1. Define group dynamics.
2. Explain the need for children to develop skills in group dynamics.
3. List strategies for incorporating group dynamic skill building into the curriculum:
   3a. no-lose conflict resolution
   3b. brainstorming ideas
   3c. win-win cooperation games
4. List environmental design and organization strategies that can be used to facilitate group dynamics.

Application

1. Plan an activity that facilitates group dynamics among children in a preschool classroom.
2. Design a preschool classroom which facilitates group cooperation and dynamics among children.

4.1 Implement guidance strategies which facilitate emotional growth in children.

Cognitive

1. Review the guidance strategies planned for each observed child. (Re: 3.1: Application 4a-4k)

1	2	3	4	5	6

Application

1. Using the written guidance recommendations, implement strategies appropriate for each child displaying the following behaviors:
   1a. emotional control
   1b. physical aggression
   1c. troubles with sleep, eating, or toileting
   1d. joyfulness
   1e. shyness
   1f. predominate solitary play
   1g. predominate parallel play
   1h. predominate group play
   1i. predominately unoccupied
   1j. few prosocial skills
   1k. predominate prosocial behavior
2. For each child, write an evaluation describing the results of the planned guidance strategy utilized.
3. Discuss the results with the center director and/or course instructor.
4. Implement an activity that facilitates group dynamics among children in a preschool classroom.
5. Implement an activity that facilitates individual decision making skills among children in a preschool classroom.

5.1 Identify ways to help children cope with life issues.

Cognitive

	1	2	3	4	5	6
1. Explain the need to help children understand family issues in the life cycle.						
2. Describe common patterns of a young child's emotional response to:						
2a. serious illness or injury of a family member.						
2b. loss/death of a loved one.						
2c. divorce						
2d. remarriage of a parent.						
2e. new sibling.						
2f. sibling relationships.						
3. Discuss strategies for helping children cope with issues by incorporating life cycle and family issues into the classroom curriculum.						
4. Explain the need for teacher awareness of individual children's family issues.						
5. Discuss teacher guidance strategies to use to help children cope with personal family issues.						
6. Explain the need to help children understand community problems.						
7. Describe common responses of young children to:						
7a. environmental catastrophes.						
7b. accidents, crime.						
8. Discuss strategies for incorporating coping responses to community problems into classroom activities.						

Application

1. Develop an activity that facilitates children's understanding of a life issue or community problem.						
2. List books to use with children which help them understand a variety of life issues and community problems.						

6.1 Identify children who display social or emotional problems.

Cognitive

1. Explain the difficulty in defining behavior disorders.
2. Describe characteristics of behavior disorders which fall out of the normal range as explained by the U.S. Department of Education.
3. Explain the relationship between teacher tolerance and a student's identification as behaviorally disordered.
4. Define rate, duration, topography, and magnitude in the measurement of children's behavior.
5. Explain the purpose and importance of daily logs in recording behaviors and identifying characteristics of children who demonstrate social or emotional problems.

1	2	3	4	5	6

Application

1. Design a daily log which includes space for behavior problems, including places to mark rate, duration, topography, and magnitude.
2. Establish a two week baseline study of a child who frequently exhibits social or emotional problems, using a daily log.
3. Observe and record the child's behavior, identifying the behavior (e.g. hitting) and noting the rate, duration, topography, and magnitude of each incident.
4. Chart rate, duration, and magnitude of problems observed on a diagram at the end of the two week period.
5. Evaluate the recorded behaviors.
6. Write intervention recommendations to include a professional referral, if warranted.
7. Share intervention recommendation with supervising instructor.

6.2 Demonstrate an ability to work collaboratively with colleagues and parents when implementing a behavioral plan for a child who is displaying emotional and/or social problems.

Cognitive

1. Review the purpose and importance of involving parents in all behavioral plans for children who display emotional and/or social problems.
2. Review the purpose and importance of caregiver/staff collaboration in planning and implementing behavioral plans for children who display emotional and/or social problems.
3. Identify and explain the components and characteristics of a parent/caregiver planning conference.
4. Identify and explain the principles and characteristics of colleague collaboration in setting behavioral goals for children.
5. Identify and describe the steps of implementing a behavior plan to include a baseline study, parent conference, staff collaboration, individual behavior planning, and evaluation.

1	2	3	4	5	6

Application

1. Plan a collaborative staff meeting for the purpose of implementing a behavioral plan for a specific child.
2. Using role play, conduct a staff meeting for the purpose of implementing a behavioral plan for one specific child.
3. Using a prepared checklist, evaluate the role played staff meeting.
4. Plan a parent meeting for the purpose of implementing a behavior plan for one specific child.
5. Using role play, conduct a parent meeting for the purpose of implementing a behavior plan for one specific child.
6. Using a prepared checklist, evaluate the role played parent meeting.

The Child and Family, Community, and Staff Relationships in a Multicultural World

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Course Description: This course explores the factors that influence a child's development--culture, family, neighborhood, child care staff, and community. Includes professional development experiences in self understanding and leadership. Strategies for utilizing parents and the community resources; parent education guidelines; ethical problem solving; and activities for building staff relationships and developing cross-cultural awareness and sensitivity.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

2.1 Evaluate the effect family relationships have on children.

3.1 Evaluate the effect a community has on a child and his/her family.

4.1 Evaluate the effects of cultural influences on the child and the family.

5.1 Evaluate the effects of child care on children.

6.1 Collaborate with parents to meet children's needs.

6.2 Contribute to parent's understanding of early childhood education.

7.1 Explain how knowledge of self contributes to positive collegial relationships.

7.2 Contribute to positive collegial relationships in a child care setting.

8.1 Promote positive relationships between the community and the child and his family.

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 1: Professional Commitment

Competency 1.1:

Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

Terminal Performance Objective:

Given text, supplemental material, field experiences, a child care center, families, and the local community, the student will demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of establishing and maintaining confidentiality (except in cases of abuse or neglect).
2. Explain the intent of the National Association For The Education of Young Children's Ethical Code of Conduct for early childhood professionals:
    - 2a. responsibilities to children
    - 2b. responsibilities to families
    - 2c. responsibilities to colleagues
    - 2d. responsibilities to community and society

Competency 1.1:

Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

Application:

The Student will:

1. Using role play, practice conversing with parents about confidentiality practices:
    1a. when gathering information for a child development course requirement.
    1b. when employed as a teacher at a center.
2. Using role play, practice interpersonal skills, focusing on listening, when:
    2a. interviewing parents for information.
    2b. receiving suggestions or concerns from a parent.
    2c. problem-solving with a colleague.
    2d. establishing class goals and plans with a colleague.

Competency 1.1:

Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

Suggested Activities:	References:
1. Respond to instructor-prepared situations involving relationships between staff and parents: • Parents who seem distant because of discomfort with cultural/ language differences. • Parents who are overly involved in the child's preschool program. • Parents who are frequently late in picking up children. • Parents who bring their sick children to the center even after policies have been repeated. • Parents who want their child in an older age class than the child's actual age. • A child who appears physically abused and is labeled as "clumsy" by the parent.	Gestwicki, Carol. Home, School and Community Relations, pp. 347-392.
2. Role play giving questions to parents to ask caregivers, and answering the questions based on policies at the on-site campus child care facility.	Coleman, Mick. "Planning For The Changing Nature of Family Life in Schools For Young Children." Young Children (May 1991), pp. 15-20.
3. Use instructor-prepared staff problem situations to practice active listening skills. Self evaluate role as problem giver ("I" messages) to colleague, and reflective listener of a problem presented to you from a colleague (open body language, active listening).	
4. View and discuss the video on parent partnerships. List strategies for establishing relationships and guidelines on confidentiality.	NAEYC. Partnerships With Parents. video.

Competency 1.1:

Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

Suggested Activities:

5. Respond to instructor-prepared situations about prejudice involving relationships

- A preschool child who wants a caregiver to be a warrior during dramatic play, saying, "You're Indian so that's what you should be."
- A preschool child who complains to a caregiver, "I don't want that lady to talk to me. She looks funny with her eyes all squinty."
- A child who says, "My mom says our field trip today is where all the poor people live and it's scary. Do I have to go?"

References:

Bonnin, Julie. "Seeds of Bias." Austin American-Statesman, May 25, 1992, F1,F4.
between caregivers and children:
Jones, Elizabeth. "Meeting The Challenge Of Diversity." Young Children (January, 1992), pp. 12-18.

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 2: Family Relationships

Competency 2.1:

Evaluate the effect family relationships have on children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will evaluate the effect family relationships have on children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the evolution of the child's role in American society from colonial times to modern day.
2. Define family and the functions of family interactions.
3. Examine and evaluate variations in family structures.
4. Define family development and describe the relationship between family development and individual development.
5. Identify, describe, and analyze the five general styles of parenting and how they affect children.
6. Evaluate the components of effective parenting.
7. Explain the reciprocal nature of parent-child interactions.
8. Discuss the impact of maternal employment on children.
9. Examine the effects of birth order on children.
10. Examine the nature of sibling relationships.
11. Describe how the selection of leisure activities (pastimes) affects family relationships.

Competency 2.1:

Evaluate the effect family relationships have on children.

Cognitive:

12. Describe the family's influence on a child's:
    12a. physical, cognitive, and emotional development.
    12b. sex role development and identification.
    12c. social and moral development.
13. Explain the effects of:
    13a. changing sex roles on children and families.
    13b. divorce and single parenting on children.
    13c. family divorce on children.
    13d. domestic violence on children.
    13e. drug and alcohol abuse on family members.
    13f. illness, death, or disability on the family.
14. Identify issues confronting children born to teenagers.
15. Identify ways which children and families cope with stress.

Application:

The Student will:

1. Begin a case study of two families. Observe and record the interactions of two family units, which include small children, who are enrolled in child care facilities.
2. Explain and assess the impact of family relationships on the children to include:
    - family structure
    - parenting style
    - sibling relationships
    - family beliefs, behaviors
        - morals
        - sex roles
        - discipline
        - drug, alcohol use
        - leisure activities
        - family time
    - cultural/ethnic beliefs

Competency 2.1:

Evaluate the effect family relationships have on children.

Suggested Activities:

1. After reading a teacher assigned book or article, participate in a talk show on trends and issues in parenting styles and choices.

2. For children in a preschool class, write five activity cards representing their cultures, for use in supporting transmission of cultural values to them.

References:

Possible titles:

Dobson, James. Children At Risk.

Bozett. Gay And Lesbian Parents.

Duberman, L. The Reconstructed Family: A Study Of Married Couples And Their Children.

Greene, B. Good Morning Merry Sunshine: A Father's Journal Of His Child's First Year.

Elkind, David. The Hurried Child.

Axline, Virginia. Dibs In Search Of Self.

Ehrensaft, D. Parenting Together: Men and Women Sharing The Care of Their Children.

Kantrowitz, Barbara. "Breaking The Divorce Cycle." Newsweek, January 13, 1992, pp. 48-53.

Hale, Janice. "The Transmission of Cultural Values to Young African American Children." Young Children (September 1991), pp. 7-15.

Soto, Lourdes. "Understanding Bilingual/ Bicultural Young Children." Young Children (January 1991), pp. 30-36.

Competency 2.1:

Evaluate the effect family relationships have on children.

Suggested Activities:	References:
3. Prepare and participate in a quiz show on effective parenting.	Ginott, Hiam. Parent and Child. Gordon, Thomas. Parent Effectiveness Training.
4. View and discuss videos on a variety of life issues which face children. Describe ways children respond to various life issues.	JMV Productions. Sibling Rivalry. video. Children of Divorce. video. JMV Productions. Separation and Divorce-It Has Nothing To Do With You. JMV Productions. Single Parenting. video. JMV Productions. Stepparenting. video. Films For The Humanities And Science. Children of Poverty. video.
5. Study research conclusions on how children acquire sex roles. Hold a debate and point out positive and negative effects of sex role stereotyping on children.	Shapiro, Laura. "Guns And Dolls." Annual Editions: Early Childhood Education (92/93), pp. 62-66.

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 3: Community Relationships

Competency 3.1:

Evaluate the effect a community has on a child and his/her family.

Terminal Performance Objective:

Given a group of children, text, supplemental material, and field experiences, the student will evaluate the effect a community has on a child and his/her family, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define neighborhood.
2. List different types of neighborhoods and examine how each kind affects the children living in them.
3. Define Community.
4. List local community resources that provide services to children and families.

Competency 3.1:

Evaluate the effect a community has on a child and his/her family.

Application:

The Student will:

1. Interview the two case study families to determine their opinions about their neighborhood and culture.
2. Interview each of the two families to determine beliefs on how the neighborhood affects their child(ren).
3. Using the interview information, evaluate how each case study neighborhood affects the children living in it.
4. Evaluate local community resources for quality and kinds of services available to children and families.

Competency 3.1:

Evaluate the a community has on a child and his/her family.

Suggested Activities:

1. In groups, take walking tours of neighborhoods where case study families live. Describe observations of environment to include atmosphere, social/economic climate, cultural make up, housing, parks, recreation centers, and businesses. Assess how you think the neighborhood might impact positively and negatively on the child's development.

2. List as many instances of multi-cultural resources in the case-study child's environment as possible. Brainstorm ways to make these community resources part of the curriculum.

References:

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Unit 4: Cultural Influences

Competency 4.1:

Evaluate the effects of cultural influences on the child and family.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will evaluate the effects of cultural influences on the child and family, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe ways in which children acquire culture.
2. Describe the movement toward cultural pluralism in our society.
3. Explain the need for an awareness of and respect for ethnic, racial, and religious diversity in families.
4. Examine the influence of cultural, religious, and ethnic identity on children and families.
5. Evaluate the effects of socioeconomic differences on children and families.
6. Identify living environments and their influences on children who live in them: urban, rural, suburban, megalopolis, metropolitan.
7. Define ethnocentrism.
8. Explain how ethnocentrism can impact negatively and positively on a child's development.
9. Explain how the cultural make up of a community affects a child's social development.

Competency 4.1:

Evaluate the effects of cultural influences on the child and family.

Cognitive:

10. Define cultural relativism.
11. Explain how cultural relativism can impact positively on a child's development.

Application:

The Student will:

1. Using a prepared questionnaire, survey the two case study families on their values, rules, language, ethnic heritage, and physical environment.
2. Evaluate the effect of culture on each of the two families.

Competency 4.1:

Evaluate the effects of cultural influences on the child and family.

Suggested Activities:

1. View the film Eye Of The Storm. From a teacher-prepared list of biased statements, rephrase comments that are culturally-biased.

2. Prepare and give a talk on how culture affects a child.

3. In small groups, tour houses of worship that represent child care center population's religious affiliations. Interview pastor or religious leader of each workshop place and record information on values, beliefs taught to the children. Share information with classmates. Brainstorm ways of bringing these values into the curriculum.

References:

ABC/Xerox Films. Eye Of The Storm. video.

Possible book titles:

Feiler, Bruce. Learning How To Bow.

Clark, A.L. Culture and Childbearing.

Hale-Benson. Black Children: Their Roots, Culture, and Learning Styles.

Hsu, F.L.K. Americans and Chinese.

Grant, James. The State of The World's Children.

Slapin, B. Books Without Bias: Through Indian Eyes.

Kendall, F. Diversity In The Classroom: A Multicultural Approach To The Education Of Young Children.

Competency 4.1:

Evaluate the effects of cultural influences on the child and family.

Suggested Activities:

4. Evaluate children's books and toys at the on-site child development center. List those toys and books which lack themes and/or characters of cultural diversity. Develop a resource list of books and toys that represent cultural diversity.

5. To cultivate awareness of diversity in skin color, select a chip, from an instructor-prepared assortment, that is closest to your skin color. Label each chip with "owner's" name. After class has surveyed the diversity of chip colors, discuss ways of counteracting negative stereotyping based on the skin color, and ways of infusing anti-bias and culturally diverse attitudes, policies, conversations, and interactions in the preschool program.

References:

Derman-Sparks, Louise. Anti-Bias Curriculum.

Bonnin, Julie. "Seeds of Bias." Austin American-Statesman, May 25, 1992, F1, F4.

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Unit 5: Child Care Programs

Competency 5.1:

Evaluate the effects of child care on children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will evaluate the effects of cultural influences on the child and family, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify current statistics on the number of children in child care.
2. Describe the different kinds of child care programs available to children.
3. List and describe the characteristics of a quality child care center.
4. Explain the relationship between caregiver training and the quality of care provided.
5. List and describe the characteristics of a nurturing caregiver.
6. Explain the relationships between a parent's attitude about child care and the child's happiness in a given program.
7. Evaluate research which describes positive and negative effects of child care on children.

Competency 5.1:

Evaluate the effects of child care on children.

Application:

The Student will:

1. Using a prepared checklist, evaluate one case study family's local child care program for quality.
2. Interview the case study parent about his/her attitudes about using child care at the evaluated center.
3. Interview the parent's child to determine his/her attitude about child care.
4. Evaluate the effects of child care on the interviewed child.

Competency 5.1:

Evaluate the effects of child care on children.

Suggested Activities:

1. Research and report on the range of child care programs and services available in the state and across the country.

2. Identify child care research findings and report on the effects of child care on children, their families, or society.

3. Invite the state's NAEYC teacher of the year to come speak about characteristics of nurturing caregivers. Invite a Department of Human Services representative to speak on

References:

Schoonmaker, Mary Ellen. "When Parents Accept The Unacceptable." Family Circle, October 15, 1991.

Greenberg, Polly. "Why Not Academic Preschool?" Young Children (January, 1990).

Goffin, Stacie. "How Well Do We Respect The Children In Our Care?" Annual Editions: Early Childhood Education (92/93).

Wingert, Pat. "The Day Care Generation," Annual Editions: Early Childhood Education (92/93).

Adams, G. Who Knows How Safe? The Status of State Efforts To Ensure Quality Care.

Elkind, David. Miseducation: Preschoolers at Risk.

National Research Council. "The Effects of Child Care." Who Cares For America's Children?, pp. 45-83.

Select Committee on Children, Youth, and Families, 98th Congress. Improving Child Care Services: What Can Be Done?

Competency 5.1:

Evaluate the effects of child care on children.

Suggested Activities:

common characteristics of caregivers who have complaints. Draw up a list of "To Do's" for facilitating positive child care effects.

4. Plan an advocacy activity which helps parents understand the relationship between their attitude about child care and the child's attitude about it.

References:

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 6: Teacher/Parent Partnerships

Competency 6.1:

Collaborate with parents to meet children's needs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will collaborate with parents to meet children's needs, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify professional ethical responsibilities to families.
2. Explain the purpose of forming teacher-parent partnerships.
3. Describe the teacher characteristics needed to form successful parent partnerships:
    - 3a. belief in partnerships
    - 3b. strong sense of self
    - 3c. compassion
    - 3d. respect for others
    - 3e. willingness to give time
    - 3f. sensitivity to cultural or ethnic differences.
4. Describe center characteristics needed to form successful parent-teacher partnerships:
    - 4a. time made available to parents
    - 4b. administrative policies which support partnerships
    - 4c. variety of ways for parent involvement

Competency 6.1:

Collaborate with parents to meet children's needs.

Cognitive:

5. Describe barriers which inhibit parent-teacher relationships, to include cultural differences.
6. Describe the characteristics for each kind of activity which fosters partnerships:
    - 6a. classroom helper
    - 6b. classroom visitor
    - 6c. orientation meetings
    - 6d. open house
    - 6e. informal communication
    - 6f. parent-teacher conferences
    - 6g. parent meetings
    - 6h. home visits
7. Explain how to use communication tools to establish and maintain partnerships:
    - 7a. bulletin boards
    - 7b. newsletter
    - 7c. professional journal articles
    - 7d. cubbies and children's clips
    - 7e. parent handbooks

Application:

The Student will:

1. Using a prepared checklist, evaluate a local center on positive parent-teacher partnerships.
2. Involve parents in partnership activities by completing one or more of the following:
    - 2a. Involve parents as classroom helpers.
        - Write a one month plan for involving a group of parents.
        - Invite the parents to the classroom to help.
        - Involve the parents in the planned activity.
        - Evaluate parents' participation in the planned activity.
    - 2b. Plan and sponsor a parent meeting.
        - Organize topics for information, discussion.
        - Issue invitations to each child's parent.

Competency 6.1:

Collaborate with parents to meet children's needs.

Application:

- Hold the meeting.
- Evaluate the meeting.

2c. Attend a home visit.
- Explain the purpose of the visit in advance to the parents.
- Arrange the date and time of the visit with the parents.
- Behave like a guest during the visit.

2d. Conduct a parent-teacher conference to inform parents about their child.
- Determine the purpose of the conference.
- Gather information on the child for the conference.
- Arrange a time to meet with the parent.
- Meet with the parent to discuss the child"s progress.
- Evaluate the conference meeting.

2e. Communicate with parents through resource tools:
- newsletter
- policy handbook
- cubby clips
- professional journal articles
- bulletin boards

Competency 6.1:

Collaborate with parents to meet children's needs.

Suggested Activities:

1. List common barriers to partnerships with parents. Role play attitudes, phrases that turn parents off (patronizing) and attitudes, phrases that facilitate partnerships (active listening, valuing parent comments).

2. Write to a parent involvement group or organization to collect information on tips for effective partnerships. Report to class.

3. Read "What I Wouldn't Give For A Job Like Yours" and respond to questions in the appendix.

4. View and discuss the video, and read materials on parent partnerships. Develop a resource file of ideas on ways to build partnerships with parents.

References:

Lindle, Jane. "What Do Parents Want From Principals and Teachers?" Educational Leadership (October 1989), pp. 12-14.

Williams, David. "Essential Elements Of Strong Parent Involvement Programs." (Resource List). Educational Leadership, (October, 1989), p. 19.

Zavitkovsky,.Docia. "What I Wouldn't Give For A Job Like Yours." Speech given at Texas Association for The Education of Young Children conference, 1992. (see Appendix).

Agency for Instructional Technology. Building Partnerships With Parents.

McCormick, John. "Where Are The Parents?" Annual Editions: Early Childhood Education (92/93), pp. 82-83.

Bauch, Jerold. "The TransParent School Model: New Technology For Parent Involvement." Educational Leadership (October, 1989), pp. 32-34.

Gestwicki, Carol. Home, School, and Community Relations, pp. 77-284.

Competency 6.1:

Collaborate with parents to meet children's needs.

Suggested Activities:	References:
5. Role play a variety of parent/teacher situations: • enrollment of child at center • parent-teacher conference • home visit • parent orientation • parent helper in classroom	Gestwicki, Carol. Home, School, and Community Relations, pp. 176, 222-223, 239, 278-279.
6. Preview the film "Mister Rogers Talks With Parents." Brainstorm ideas on how to use the film in forming partnerships with parents.	NAEYC. Mister Rogers Talks With Parents. video. NAEYC.
7. Role play situations described in article on interacting with "difficult" parents, with one student playing the parent and the other student playing the child care provider. Self-evaluate professionalism when role playing the teacher.	Boutte, Gloria. "Effective Techniques For Involving' Difficult' Parents." Young Children (March, 1992), pp. 19-22.

COURSE: The Child and the Family, Community, and Staff Relationships
In a Multicultural World

Unit 6: Teacher/Parent Partnerships

Competency 6.2:

Contribute to parents' understanding of early childhood education.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will contribute to parents' understanding of early childhood education, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of parent education.
2. Identify the kinds of parent education programs.
3. Describe the main functions.
4. Identify the characteristics of a positive parent education program.
5. Describe the procedures and conditions needed for implementing a successful education program.

Competency 6.2:

Contribute to parents' understanding of early childhood education.

Application:

The Student will:

1. Participate in surveying parents at a local child care center to determine topics to study/discuss.
2. Participate in surveying parents to determine volunteers to help lead education program meetings.
3. Assist in planning a meeting on one topic based on survey results.
4. Participate in conducting a parent education meeting.
5. Evaluate the parent education meeting.

Competency 6.2:

Contribute to parents' understanding of early childhood education.

Suggested Activities:

1. Create a learning packet designed for parent education and use for parents and their children, for the campus child development center.

2. In small groups, write plans for fostering family literacy through center sponsored advocacy and referral activities.

3. In groups, prepare and present to class a topic for a parent education meeting. Ask classmates to evaluate the presentation.

References:

Spewock, Theodosia. "Teaching Parents Of Young Children Through Learning Packets." Young Children (November, 1991), pp. 28-30.

Rosow, La Vergue. "How Schools Perpetuate Illiteracy." Annual Editions: Early Childhood Education (92/93), pp. 71-73.

Gestwicki, Carol. Home, School, and Community Relations, pp. 263-281.

Fox, Robert. "STAR Parenting: A Model For Helping Parents Deal Effectively With Behavioral Difficulties." Young Children (September, 1991), pp. 54-60.

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 7: Staff Relationships

Competency 7.1:

Explain how knowledge of self contributes to positive collegial relationships.

Terminal Performance Objective:

Given a personality indicator survey, text, supplemental material, guest speakers, and field experiences, the student will explain how knowledge of self contributes to positive collegial relationships, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain Jung's theory of personality.
2. Describe the basic four temperaments in man:
   - 2a. dionysian
   - 2b. epimethean
   - 2c. promethean
   - 2d. apollonian
3. Identify and describe the sixteen personality types developed by Myers and Briggs.
4. Explain the importance of valuing differences in others.
5. Explain how relationships with others are primarily influenced by one's own behavior.

Competency 7.1:

Explain how knowledge of self contributes to positive collegial relationships.

Cognitive:

6. Describe the primary characteristics which make up one's personality:
    - 6a. values
    - 6b. perceptions
    - 6c. principles
    - 6d. cultural/ethnic background
7. Explain the purpose of a personal mission statement.
8. Identify the components of a personal mission statement.

Application:

The Student will:

1. Complete a personality temperament indicator test.
2. Evaluate strengths and areas for growth based upon results of the temperament indicator test.
3. Evaluate temperament in work relationships with colleagues, subordinates, and supervisors.
4. Write a plan for developing identified areas for growth.
5. Write a personal mission statement.
6. Using a prepared checklist, establish and maintain a weekly self-observation log of conversations with colleagues, recording interactions in the following areas:
    - 6a. proactive behavior
    - 6b. personal leadership
    - 6c. personal management
    - 6d. interpersonal leadership
    - 6e. empathetic communication
    - 6f. cooperation
    - 6g. cultural sensitivity

Competency 7.1:

Explain how knowledge of self contributes to positive collegial relationships.

Suggested Activities:

1. Read literature on temperaments. List each personality type and describe benefits you will receive working with colleagues who have different temperaments from yours.

2. Read Stephen Covey's book and work on end of chapter personal goals for contributing to positive collegial relationships.

3. Complete a learning styles inventory. After learning information about different styles, work in groups to resolve child care center situations using persons and teamwork skills from the four learning styles:
   - Identifying problems
   - Identifying possible solutions
   - Selecting best solution to solve problem
   - Implementing solution

References:

Myers, Isabel. Gifts Differing.

Keirsey, David. Please Understand Me.

Keirsey, David. Portraits of Temperament.

Covey, Stephen. The Seven Habits of Highly Effective People.

Kolb, David. Learning-Style Inventory.

Kelley, Lynn. "Using 4MAT To Improve Staff Development, Curriculum Assessment, and Planning." Educational Leadership (October, 1990), pp. 38-39.

COURSE: The Child and the Family, Community, and Staff Relationships In a Multicultural World

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Unit 7: Staff Relationships

Competency 7.2:

Contribute to positive collegial relationships in a child care setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will contribute to positive staff relationships, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the early childhood professional's ethical responsibilities to colleagues.
2. Define "Pygmalion Project".
3. Explain the effects of the "Pygmalion Project" in the workplace.
4. Identify common types of conflicts that occur among staff.
5. Identify different ways of resolving conflicts.
6. Define each component in effective collegial relationships:
    - 6a. proactive behavior
    - 6b. personal leadership
    - 6c. personal management
    - 6d. interpersonal leadership
    - 6e. empathetic communication
    - 6f. cooperation
    - 6g. cultural/ethnic sensitivity
    - 6h. systematic problem solving

Competency 7.2:

Contribute to positive collegial relationships in a child care setting.

Cognitive:

7. Explain the purpose of establishing and updating a mission statement for an individual child development center.

Application:

The Student will:

1. Demonstrate sensitivity to cultural and/or ethnic diversity in colleagues.
2. Demonstrate proactive behavior with colleagues.
3. Demonstrate personal leadership skills with colleagues.
4. Demonstrate empathetic communication skills with colleagues.
5. Demonstrate creative cooperation with colleagues.
6. Demonstrate systematic problem solving with colleagues.
7. Participate with colleagues in the writing of a child development center's mission statement.

Competency 7.2:

Contribute to positive collegial relationships in a child care setting.

Suggested Activities:

1. After identifying temperament, participate in an instructor facilitated activity "Leader." Students are asked to line up, placing themselves in the line where they feel most comfortable. The exercise is to be done with no talking. After completing the activity (time limit may need to be set) discuss personality temperaments in relation to behavior displayed during the activity. Discuss how comfortable you felt with your place in final line when time was called.

2. After identifying temperament, participate in an instructor facilitated group activity - "Teamwork." Students are given 5 minutes (including planning time) to make a stable pyramid of 6-9 people. Talking is permitted. The goal is to hold each other up as long as possible.

3. In groups, plan a parent orientation which includes participation by everyone to accomplish:
    - refreshments.
    - parent information.
    - enrollment cards.
    - tour of building.
    - inviting parents.
    - leadership for event.

Students must decide who will do these things by deciding among themselves. After decisions are made write down feelings about how you felt about the way the meeting went and your participation in decision making. Write goals for ways you might wish to participate differently next time.

References:

COURSE: The Child and the Family, Community, and Staff Relationships
In a Multicultural World

Unit 8: Community Relationships

Competency 8.1:

Promote positive relationships between the community and the child and his family.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will promote positive relationships between community and the child and his family, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Examine how an early childhood professional can broaden a child's neighborhood through walks, field trips, and guest speakers.
2. Identify the reasons for showing children natural and man made resources in their community.
3. Identify community resources that provide quality services to children and families.
4. Determine procedures for making referrals to community resources.
5. Demonstrate sensitivity to cultural and/or ethnic diversity in colleagues.

Competency 8.1:

Promote positive relationships between the community and the child and his family.

Application:

The Student will:

1. Plan and implement a community field trip for a small group of children.
2. Plan and host a guest speaker from the community to speak on a topic of interest.
3. Inform parents of community services available to them and their children.
4. Implement procedures for making referrals to community resources.
5. Implement one or more advocacy activities which strengthen developmentally appropriate child care programs in the community.

Competency 8.1:

Promote positive relationships between the community and the child and his family.

Suggested Activities:	References:
1. Host a panel of city and county service workers to speak on their responsibilities and resources to members of the community. Record information for use with parents and children.	
2. Contact local businesses to form partnerships in strengthening ties between the business community, the child care center, and the family.	MacDowell, Michael. "Partnerships: Getting A Return On The Investment." Educational Leadership (October, 1989), pp. 8-11.
3. Plan to help children learn about those in the community who help in getting us our food by researching and identifying field trips to a farmer's market, plant nursery, orchard farm, food processing factory, supermarket, commercial kitchen, or restaurant.	Berman, Christine. Teaching Children About Food, pp. 29-30.
4. Inventory enrollment cards and plan for parents to come in to speak about their jobs to the children.	
5. To develop cultural sensitivity and awareness among professionals, prepare and report on personal ethnic and/or cultural heritage.	

THE CHILD AND THE FAMILY, COMMUNITY, AND STAFF RELATIONSHIPS IN A MULTICULTURAL WORLD

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

1.1 Demonstrate a belief in professional ethics when working with children and their families, colleagues, and the community.

Cognitive

1. Explain the importance of establishing and maintaining confidentiality (except in cases of abuse or neglect).
2. Explain the intent of the National Association For The Education of Young Children's Ethical Code of Conduct for early childhood professionals:
    - 2a. responsibilities to children
    - 2b. responsibilities to families
    - 2c. responsibilities to colleagues
    - 2d. responsibilities to community and society

GRADING PERIODS

1	2	3	4	5	6

Application

1. Using role play, practice conversing with parents about confidentiality practices:
    1a. when gathering information for a child development course requirement.
    1b. when employed as a teacher at a center.
2. Using role play, practice interpersonal skills, focusing on listening, when:
    2a. interviewing parents for information.
    2b. receiving suggestions or concerns from a parent.
    2c. problem-solving with a colleague.
    2d. establishing class goals and plans with a colleague.

1	2	3	4	5	6

2.1 Evaluate the effect family relationships have on children.

1. Explain the evolution of the child's role in American society from colonial times to modern day.
2. Define family and the functions of family interactions.
3. Examine and evaluate variations in family structures.
4. Define family development and describe the relationship between family development and individual development.
5. Identify, describe, and analyze the five general styles of parenting and how they affect children.
6. Evaluate the components of effective parenting.
7. Explain the reciprocal nature of parent-child interactions.
8. Discuss the impact of maternal employment on children.
9. Examine the effects of birth order on children.
10. Examine the nature of sibling relationships.
11. Describe how the selection of leisure activities (pastimes) affects family relationships.

12. Describe the family's influence on a child's:
    12a. physical, cognitive, and emotional development.
    12b. sex role development and identification.
    12c. social and moral development.
13. Explain the effects of:
    13a. changing sex roles on children and families.
    13b. divorce and single parenting on children.
    13c. family divorce on children.
    13d. domestic violence on children.
    13e. drug and alcohol abuse on family members.
    13f. illness, death, or disability on the family.
14. Identify issues confronting children born to teenagers.
15. Identify ways which children and families cope with stress.

1	2	3	4	5	6

Application

1. Begin a case study of two families. Observe and record the interactions of two family units which include small children who are enrolled in child care facilities.
2. Explain and assess the impact of family relationships on the children to include:
    - family structure
    - parenting style
    - sibling relationships
    - family beliefs, behaviors
        - morals
        - sex roles
        - discipline

  - drug, alcohol use
  - leisure activities
  - family time
- cultural/ethnic beliefs

1	2	3	4	5	6

3.1 Evaluate the effect a community has on a child and his/her family.

Cognitive

1. Define neighborhood.
2. List different types of neighborhoods and examine how each kind affects the children living in them.
3. Define Community.
4. List local community resources that provide services to children and families.

Application

1. Interview the two case study families to determine their opinions about their neighborhood and culture.
2. Interview each of the two families to determine beliefs on how the neighborhood affects their child(ren).
3. Using the interview information, evaluate how each case study neighborhood affects the children living in it.
4. Evaluate local community resources for quality and kinds of services available to children and families.

4.1 Evaluate the effects of cultural influences on the child and family.

Cognitive

1. Describe ways in which children acquire culture.
2. Describe the movement toward cultural pluralism in our society.
3. Explain the need for an awareness of and respect for ethnic, racial, and religious diversity in families.
4. Examine the influence of cultural, religious, and ethnic identity on children and families.
5. Evaluate the effects of socioeconomic differences on children and families.
6. Identify living environments and their influences on children who live in them: urban, rural, suburban, megalopolis, metropolitan.
7. Define ethnocentrism.
8. Explain how ethnocentrism can impact negatively and positively on a child's development.
9. Explain how the cultural make up of a community affects a child's social development.
10. Define cultural relativism.
11. Explain how cultural relativism can impact positively on a child's development.

1	2	3	4	5	6

Application

1. Using a prepared questionnaire, survey the two case study families on their values, rules, language, ethnic heritage, and physical environment.
2. Evaluate the effect of culture on each of the two families.

5.1 Evaluate the effects of child care on children.

Cognitive

	1	2	3	4	5	6
1. Identify current statistics on the number of children in child care.						
2. Describe the different kinds of child care programs available to children.						
3. List and describe the characteristics of a quality child care center.						
4. Explain the relationship between caregiver training and the quality of care provided.						
5. List and describe the characteristics of a nurturing caregiver.						
6. Explain the relationships between a parent's attitude about child care and the child's happiness in a given program.						
7. Evaluate research which describes positive and negative effects of child care on children.						

Application

1. Using a prepared checklist, evaluate one case study family's local child care program for quality.						
2. Interview the case study parent about his/her attitudes about using child care at the evaluated center.						
3. Interview the parent's child to determine his/her attitude about child care.						
4. Evaluate the effects of child care on the interviewed child.						

6.1 Collaborate with parents in forming partnerships to meet children's needs.

Cognitive

1. Identify professional ethical responsibilities to families.						
2. Explain the purpose of forming teacher-parent partnerships.						

	1	2	3	4	5	6
3. Describe the teacher characteristics needed to form successful parent partnerships:						
3a. belief in partnerships						
3b. strong sense of self						
3c. compassion						
3d. respect for others						
3e. willingness to give time						
3f. sensitivity to cultural or ethnic differences.						
4. Describe center characteristics needed to form successful parent-teacher partnerships:						
4a. time made available to parents						
4b. administrative policies which support partnerships						
4c. variety of ways for parent involvement						
5. Describe barriers which inhibit parent-teacher relationships, to include cultural differences.						
6. Describe the characteristics for each kind of activity which fosters partnerships:						
6a. classroom helper						
6b. classroom visitor						
6c. orientation meetings						
6d. open house						
6e. informal communication						
6f. parent-teacher conferences						
6g. parent meetings						
6h. home visits						
7. Explain how to use communication tools to establish and maintain partnerships:						
7a. bulletin boards						
7b. newsletter						
7c. professional journal articles						

	1	2	3	4	5	6
7d. cubbies and children's clips						
7e. parent handbooks						

Application

1. Using a prepared checklist, evaluate a local center on positive parent-teacher partnerships.						
2. Involve parents in partnership activities by completing one or more of the following:						
2a. Involve parents as classroom helpers.						
• Write a one month plan for involving a group of parents.						
• Invite the parents to the classroom to help.						
• Involve the parents in the planned activity.						
• Evaluate parents' participation in the planned activity.						
2b. Plan and sponsor a parent meeting.						
• Organize topics for information, discussion.						
• Issue invitations to each child's parent.						
• Hold the meeting.						
• Evaluate the meeting.						
2c. Attend a home visit.						
• Explain the purpose of the visit in advance to the parents.						
• Arrange the date and time of the visit with the parents.						
• Behave like a guest during the visit.						
2d. Conduct a parent-teacher conference to inform parents about their child.						
• Determine the purpose of the conference.						
• Gather information on the child for the conference.						
• Arrange a time to meet with the parent.						
• Meet with the parent to discuss the child's progress.						
• Evaluate the conference meeting.						

2e. Communicate with parents through resource tools:
- newsletter
- policy handbook
- cubby clips
- professional journal articles
- bulletin boards

1	2	3	4	5	6

6.2 Contribute to parents' understanding of early childhood education.

Cognitive

1. Explain the purpose of parent education.
2. Identify the kinds of parent education programs.
3. Describe the main functions.
4. Identify the characteristics of a positive parent education program.
5. Describe the procedures and conditions needed for implementing a successful education program.

Application

1. Participate in surveying parents at a local child care center to determine topics to study/discuss.
2. Participate in surveying parents to determine volunteers to help lead education program meetings.
3. Assist in planning a meeting on one topic based on survey results.
4. Participate in conducting a parent education meeting.
5. Evaluate the parent education meeting.

7.1 Explain how knowledge of self contributes to positive collegial relationships.

Cognitive

1. Explain Jung's theory of personality.
2. Describe the basic four temperaments in man:
   - 2a. dionysian
   - 2b. epimethean
   - 2c. promethean
   - 2d. apollonian
3. Identify and describe the sixteen personality types developed by Myers and Briggs.
4. Explain the importance of valuing differences in others.
5. Explain how relationships with others are primarily influenced by one's own behavior.
6. Describe the primary characteristics which make up one's personality:
   - 6a. values
   - 6b. perceptions
   - 6c. principles
   - 6d. cultural/ethnic background
7. Explain the purpose of a personal mission statement.
8. Identify the components of a personal mission statement.

1	2	3	4	5	6

Application

1. Complete a personality temperament indicator test.
2. Evaluate strengths and areas for growth based upon results of the temperament indicator test.
3. Evaluate temperament in work relationships with colleagues, subordinates, and supervisors.

4. Write a plan for developing identified areas for growth.
5. Write a personal mission statement.
6. Using a prepared checklist, establish and maintain a weekly self-observation log of conversations with colleagues, recording interactions in the following areas:
    - 6a. proactive behavior
    - 6b. personal leadership
    - 6c. personal management
    - 6d. interpersonal leadership
    - 6e. empathetic communication
    - 6f. cooperation
    - 6g. cultural sensitivity

1	2	3	4	5	6

7.2 Contribute to positive collegial relationships in a child care setting.

Cognitive

1. Identify the early childhood professional's ethical responsibilities to colleagues.
2. Define "Pygmalion Project".
3. Explain the effects of the "Pygmalion Project" in the workplace.
4. Identify common types of conflicts that occur among staff.
5. Identify different ways of resolving conflicts.
6. Define each component in effective collegial relationships:
    - 6a. proactive behavior
    - 6b. personal leadership
    - 6c. personal management
    - 6d. interpersonal leadership
    - 6e. empathetic communication

		1	2	3	4	5	6
6f.	cooperation						
6g.	cultural/ethnic sensitivity						
6h.	systematic problem solving						
7.	Explain the purpose of establishing and updating a mission statement for an individual child development center.						

Application

1.	Demonstrate sensitivity to cultural and/or ethnic diversity in colleagues.						
2.	Demonstrate proactive behavior with colleagues.						
3.	Demonstrate personal leadership skills with colleagues.						
4.	Demonstrate empathetic communication skills with colleagues.						
5.	Demonstrate creative cooperation with colleagues.						
6.	Demonstrate systematic problem solving with colleagues.						
7.	Participate with colleagues in the writing of a child development center's mission statement.						

8.1 Promote positive relationships between the community and the child and his family.

Cognitive

1.	Examine how an early childhood professional can broaden a child's neighborhood through walks, field trips, and guest speakers.						
2.	Identify the reasons for showing children natural and man made resources in their community.						
3.	Identify community resources that provide quality services to children and families.						
4.	Determine procedures for making referrals to community resources.						
5.	Demonstrate sensitivity to cultural and/or ethnic diversity in colleagues.						

Application

1. Plan and implement a community field trip for a small group of children.
2. Plan and host a guest speaker from the community to speak on a topic of interest.
3. Inform parents of community services available to them and their children.
4. Implement procedures for making referrals to community resources.
5. Implement one or more advocacy activities which strengthen developmentally appropriate child care programs in the community.

1	2	3	4	5	6

The Child With Special Needs

Course Description: This is a three hour course which provides an overview of disabling conditions in children; emphasizes mainstreaming strategies; and includes curriculum planning, observation, and hands-on experiences with children in center settings. Problem solving activities and teamwork skills are embedded in course objectives.

Course Credit: 3 (2 lec/2 lab)

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the diverse characteristics of children with special needs.

1.2 Demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities.

2.1 Demonstrate an understanding of the positive effects of legislation affecting the child with special needs.

3.1 Demonstrate an understanding of environmental adaptations needed in the mainstreamed setting.

3.2 Demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs.

3.3 Demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs.

4.1 Demonstrate an understanding of children who are socially and/or economically deprived.

4.2 Demonstrate an understanding of children who are abused and/or neglected.

4.3 Demonstrate an understanding of children with learning disabilities.

4.4 Demonstrate an understanding of mental retardation.

4.5 Demonstrate an understanding of children with emotional disturbances.

The Child With Special Needs

4.6 Demonstrate an understanding of children who have hearing impairments.

4.7 Demonstrate an understanding of children with speech and language impairments.

4.8 Demonstrate an understanding of children with visual impairments.

4.9 Demonstrate an understanding of children with physical and health impairments.

4.10 Demonstrate an understanding of children who are gifted and talented.

5.1 Utilize appropriate caregiver behaviors needed in working in a mainstreamed setting.

5.2 Demonstrate an understanding of professional ethics.

5.3 Demonstrate an understanding of teamwork skills needed when serving children in a mainstreamed setting.

6.1 Demonstrate an understanding of the use of an IEP in a child care/educational setting.

6.2 Utilize the individual education plan approach when working with the child with special needs.

COURSE: The Child With Special Needs

Unit 1: Characteristics of Children

Competency 1.1:

Demonstrate an understanding of the diverse characteristics of children with special needs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the diverse characteristics of children with special needs, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain why, to some extent, all children have special needs.
2. Describe types of children referred to as normal, disabled, at-risk, and gifted.
3. Distinguish between developmental sequences and developmental milestones.
4. Write a definition for the term Special Needs.
5. List and describe the various categories of special needs:
    - 5a. children who have been socially and economically deprived
    - 5b. children who have been abused/neglected
    - 5c. children with learning disabilities
    - 5d. children with mental retardation
    - 5e. children with emotional disturbance
    - 5f. children with hearing impairments
    - 5g. children with visual impairments
    - 5h. children with speech and language impairments
    - 5i. children with physical disabilities

Competency 1.1:

Demonstrate an understanding of the diverse characteristics of children with special needs.

Cognitive:

5j. children with health problems
5k. children with severe and/or multiple disabilities

Application:

The Student will:

1. Observe a group of preschool children and record names of children who may have special needs.
2. Using a prepared developmental checklist, identify what kind(s) of special needs the identified children may have. If no children were identified, describe what was observed in the children to support this response.

Competency 1.1:

Demonstrate an understanding of the diverse characteristics of children with special needs.

Suggested Activities:	References:
1. In small groups, research one special need category. Write a written report on it and give an oral presentation on an organization which serves that population. (see appendix)	San Antonio College. "Community Resource Report." (see Appendix).
2. As a semester project, develop a professional file of disabling conditions.	
3. Host a speaker from the National Information Center for Children and Youth with Handicaps to speak about current research and information on disabilities.	
4. Read resource material and discuss in class the importance of appropriate observation and screening methods in assessing children.	Taylor, Ronald. "Identification of Preschool Children with Mild Handicaps: The Importance of Cooperative Effort." Annual Editions: Early Childhood Education (92/93), pp. 139-143.

COURSE: The Child With Special Needs

Unit 1: Characteristics of Children

Competency 1.2:

Demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how children with disabilities and children without disabilities have learning needs that are more alike than different.
2. Identify the major goals of learning for all young children:
   - 2a. Play appropriately with peers.
   - 2b. Demonstrate increasingly complex play skills.
   - 2c. Use increasingly complex communication skills.
3. Explain the importance of establishing a basic core of developmentally appropriate practices for all children:
   - 3a. guidance
   - 3b. curriculum
   - 3c. health, safety

Competency 1.2:

Demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities.

Application:

The Student will:

1. Observe a group of young children with their teacher in a mainstreamed setting. Using a prepared checklist, evaluate teacher behaviors for developmentally appropriate practices with all the children.

Competency 1.2:

Demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities.

Suggested Activities:

1. Observe children with their teachers in a mainstreamed setting. Record instances of teachers:
   - being consistent with a rule or redirection practice.
   - being flexible about a routine.
   - adapting curriculum to meet the needs of a child with special needs.
   - guiding all the children to play appropriately with peers.
   - working with all children to increase their communication skills.

References:

Souweine, J. Mainstreaming: Ideas for Teaching Young Children.

COURSE: The Child With Special Needs

Unit 2: Legislation

Competency 2.1:

Demonstrate an understanding of the positive effects of legislation affecting the child with special needs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the positive effects of legislation affecting the child with special needs, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain social and political forces which have brought about federal legislation for exceptional children.
2. Explain the intent of Public Law 94-142.
3. Explain the intent of The Americans With Disabilities Act of 1990.
4. Explain the intent of PL 99-457.
5. Explain parents rights in the education of their children.
6. Discuss the pros and cons of mainstreaming children with disabilities, children with no disabilities, and gifted children.
7. Identify the benefits everyone receives from legislation for people with special needs.
8. Describe where and how to find information about current laws and court decisions.

Competency 2.1:

Demonstrate an understanding of legislation affecting the child with special needs.

Application:

The Student will:

1. Interview a center director and describe the center's compliance with Public Law 94-142.
2. Evaluate an early childhood program for compliance with public laws 94-142 and 99-457.

Competency 2.1:

Demonstrate an understanding of legislation affecting the child with special needs.

Suggested Activities:

1. In small groups, brainstorm the shortcomings of PL 94-142 and what the shortcomings led to.

2. Tour a business or company that includes employees who have special needs. Interview supervisors and employees about the benefits of including all people in the workplace.

References:

COURSE: The Child With Special Needs

Unit 3: Assessments

Competency 3.1:

Demonstrate an understanding of environmental adaptations needed in the mainstreamed setting.

Terminal Performance Objective:

Given text, supplemental material, a mainstreamed setting, and field experiences, the student will demonstrate an understanding of the environmental adaptations needed in the mainstreamed setting, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of a "least restrictive environment."
2. Describe safety features needed in a mainstreamed setting for a wide variety of children with disabilities.
3. Explain how classroom and play yard arrangements influence children's learning in a mainstreamed setting.
4. Explain how the daily and weekly schedules influence children's learning in a mainstreamed setting.
5. Define preventative discipline.
6. Explain preventative discipline procedures to use when working with children with special needs.
7. List ways teachers can increase the safety of indoor and outdoor areas for children with disabilities.
8. Describe the primary issues in planning a mainstreamed setting program.

Competency 3.1:

Demonstrate an understanding of environmental adaptations needed in the mainstreamed setting.

Application:

The Student will:

1. Evaluate a child care facility for safety features that would accommodate children with special needs; record recommendations for needed changes:
    - 1a. Observe and draw a preschool classroom's floor plan.
    - 1b. Evaluate the floor plan for accessibility to children on crutches, a walker, or in a wheelchair.
    - 1c. Resketch the floor plan to accommodate a child with a walker, crutch, and/or a wheelchair.
    - 1d. Evaluate the setting for children with visual and/or hearing impairments.
    - 1e. Make recommendations for changes needed to accommodate children with visual and/or hearing impairments.
2. Evaluate a daily schedule for a group of 10-15 young children in a mainstreamed program.
3. Amend the schedule to allow for adaptations needed for specific children with special needs.

Competency 3.1:

Demonstrate an understanding of environmental adaptations needed in the mainstreamed setting.

Suggested Activities:

1. Observe and evaluate the way in which the environment is set up for children in a mainstreamed setting.

2. View and discuss the video on children with special needs. List effective environmental planning and arrangements shown in the film.

References:

Ostrosky, Michael. "Preschool Classroom Environments That Promote Communication." Annual Editions: Early Childhood Education (92/93), pp. 145-148.

Harms, Thelma. Meeting Special Needs. videotape.

COURSE: The Child With Special Needs

Unit 3: Assessments

Competency 3.2:

Demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs.

Terminal Performance Objective:

Given a mainstreamed facility, text, supplemental material, and field experiences, the student will demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how teacher behaviors affect children's learning in the mainstreamed setting.
2. Describe the behaviors needed to work with children with special needs in a mainstreamed setting.
3. Explain how developmentally appropriate learning experiences can be utilized with all children.
4. List behaviors of effective teachers of young children with special needs, and young children in general.

Competency 3.2:

Demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs.

Application:

The Student will:

1. Observe a teacher in a mainstreamed classroom and describe the following behaviors utilized/not utilized:
   - 1a. consistency
   - 1b. flexibility
   - 1c. trustworthiness
   - 1d. clarity
   - 1e. limit setting
   - 1f. facilitation
   - 1g. actualizer
2. Using a prepared list of criteria, evaluate the effectiveness of the caregiver behaviors implemented by describing children's reactions to them.

Competency 3.2:

Demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs.

Suggested Activities:

1. Read the article, "The Gift Of A Butterfly." Brainstorm ways of using the ideas in the article for use in a mainstreamed and non-mainstreamed setting, the goal being to help children see that everyone is beautiful.

2. In small groups, discuss and give examples of:
   - self-fulfilling prophecy.
   - developmental diversity.
   - developmentally appropriate practice.

References:

Hofschield, Kathryn. "The Gift Of A Butterfly." Young Children (March, 1991), pp. 3-6.

Allen, K. Eileen. "Teachers Attitudes, Philosophies, and Skills." The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 96-113.

COURSE: The Child With Special Needs

Unit 3: Assessments

Competency 3.3:

Demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the role and responsibilities of screening in the child care center to identify children who may have special needs.
2. Explain the components of appropriate assessment practices and activities.
3. Explain why the use of psychomotor assessment tests as predictors of a child's learning and development should be used with caution.
4. Explain the reason for and importance of conducting systematic observations of each child's development.

Competency 3.3:

Demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs.

Application:

The Student will:

1. Using a prepared observation form and checklist, systematically observe and record each child in a classroom to gather information on individuals who may require additional services.
2. For each child observed, compare own systematically recorded observation checklist with one or more classmate's observations of same child.
3. Self-evaluate checklist for objectivity, accuracy.

Competency 3.3:

Demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs.

Suggested Activities:

1. Obtain a screening assessment tool and evaluate it for appropriateness based on guidelines from the National Association For The Education of Young Children.

2. Role play parent notification and information procedures that conform to regulations in PL 94-142.

3. In small groups, independently record observations of one child. Compare observations for similarities and differences in perception.

References:

National Association For The Education Of Young Children. "Guidelines For Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8." Annual Editions: Early Childhood Education (92/93), pp. 86-94.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.1:

Demonstrate an understanding of children who are socially and/or economically deprived.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children who are socially and economically disadvantaged, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define social and economic deprivation.
2. List characteristics of children who are socially and/or economically deprived.
3. Describe the effect of social/economic deprivation on learning and social development.
4. Describe effective, appropriate strategies to use with children who are socially and/or economically deprived.

Competency 4.1:

Demonstrate an understanding of children who are socially and/or economically deprived.

Application:

The Student will:

1. Observe children who are socially and/or economically deprived, and a control group. Note any differences.
2. Describe the impact of deprivation from observed differences.

Competency 4.1:

Demonstrate an understanding of children who are socially and/or economically deprived.

Suggested Activities:

1. Research and report on children who are economically and/or socially deprived.

2. Host a guest speaker from the Children's Defense Fund to speak on statistics and characteristics of American children who live in poverty.

3. Visit a Head Start Child Care Center. Interview the director about socioeconomic make up of children enrolled and strategies used to enhance learning and social development of the children enrolled.

References:

Cowley, Geoffrey. "Children In Peril." Annual Editions: Early Childhood Education 92/93, pp. 12-14.

Chafel, Judith. "Children in Poverty. Policy Perspectives on a National Crisis." Young Children (July, 1990), pp. 31-37.

Committee For Economic Development. Children In Need: Investment Strategies for the Educationally Disadvantaged.

Schorr, L. "Within Our Reach: Breaking The Cycle of Disadvantage", Annual Editions: Early Childhood Education (92/93).

Haycock, Katie. "Reaching For The Year 2000." Annual Editions: Early Childhood Education (92/93), pp. 237-240.

Lombardi, Joan. "Head Start: The Nation's Pride, A Nation's Challenge." Annual Editions: Early Childhood Education (92/93), pp. 29-35.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.2:

Demonstrate an understanding of children who are abused and/or neglected.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children who are abused and/or neglected, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define abuse.
2. Define neglect.
3. List characteristics of children who are abused and/or neglected.
4. Describe the relationship between learning and children who have been emotionally and/or physically abused and/or neglected.
5. Define Fetal Alcohol syndrome.
6. Describe the relationship between children born with fetal alcohol syndrome and learning.
7. Describe characteristics of children who were born to drug addicted mothers to include Cocaine and Crack babies.
8. Describe the relationship between children born with drug addictions and learning.
9. Describe effective and appropriate strategies to use with children who have been abused and/or neglected.

Competency 4.2:

Demonstrate an understanding of children who are abused and/or neglected.

Application:

The Student will:

1. Using a prepared checklist, observe and identify any children who exhibit signs or symptoms of child abuse and/or neglect.
2. Follow center procedures for reporting suspected child abuse and/or neglect.
3. Work with the Department of Human Services to identify children enrolled in local center who are under Child Protective Services.
4. Observe a center where children have been placed by Child Protective Services. Record behaviors of all the children using a prepared checklist.
5. List strategies and play materials to use children to promote self esteem, cognition, and pro-social skills.

Competency 4.2:

Demonstrate an understanding of children who are abused and/or neglected.

Suggested Activities:	References:
1. Host a speaker from Child Protective Services or the Department of Human Services to speak on case examples and characteristics of children who have been abused and/or neglected.	
2. Participate in a panel discussion on the effects of media violence in children who have abusive parent role models. Discuss classroom strategies to use with children in: • developing nonviolent conflict resolution skills. • becoming critical viewers of all media programming. • changing attitudes about watching violence.	National Association for the Education of Young Children. "NAEYC Position Statement on Media Violence in Children's Lives." Young Children (July, 1990), pp. 18-21.
3. Play the Ungame (all ages version) in class. Discuss possible purposes and ways of utilizing the game in a preschool setting for children who are under Child Protective Services because of abuse or for all children in a mainstreamed setting.	
4. Read a current title on child abuse and/or neglect and report information to class.	Wohl, Agnes. Silent Screams and Hidden Cries. Davis, D. Working with Children from Violent Homes. Kidsrights. Spiders and Flies. Children's Domestic Abuse Program. MacFarlane, Kee. Steps To Healthy Touching.

Competency 4.2:

Demonstrate an understanding of children who are abused and/or neglected.

Suggested Activities:

5. Role play procedures for reporting suspected child abuse and/or neglect.

6. Conduct a study, through local and regional agencies, of the estimated number of crack-addicted infants born during the past five years. Discuss ways preschool and kindergarten teachers can prepare for this special population in mainstreamed settings.

References:

Kidsrights. *Children of Alcoholic Parents*.

Braman, O. *The Oppositional Child*.

Houseman, John. *It Shouldn't Hurt To Be A Kid*. videotape.

Rist, Marilee. "The Shadow Children." *Annual Editions: Early Childhood Education (92/93)*.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.3:

Demonstrate an understanding of children with learning disabilities.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children with learning disabilities, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the definition "specific learning disability" as described in PL 42-192.
2. Identify and describe the various types of learning disabilities to include attention deficit disorder and dyslexia.
3. Identify and explain the possible causes of learning disabilities:
   - 3a. brain damage
   - 3b. biochemical imbalance
   - 3c. environmental factors
4. Explain the affect of learning disabilities on a child's education and social development.
5. Describe effective and appropriate strategies to use with children with learning disabilities to promote development.

Competency 4.3:

Demonstrate an understanding of children with learning disabilities.

Application:

The Student will:

1. Using a prepared checklist, observe an early childhood classroom and record episodes of children showing signs of learning disabilities.
2. Discuss the identified behaviors with the classroom teacher.
3. Select one of the identified children and record all episodes of behaviors which may foreshadow later academic problems.
4. List strategies for working with the child based on an evaluation of the observations.

Competency 4.3:

Demonstrate an understanding of children with learning disabilities.

Suggested Activities:	References:
1. In groups, write to organizations for information and services on learning disabilities. Present information to class.	National Information Center for Children and Youth with Disabilities. "General Information About Learning Disabilities."
2. Visit an elementary school "Content Mastery" or "Dyslexia" resource room. Record teacher strategies and student responses. Evaluate interventions used and describe ways they could be adapted for use with identified children in a five-year-old child care center room.	
3. Participate in a panel discussion on treatment strategies for ADD to include advantages and disadvantages for each.	Austin, Jerry. "How to Handle ADD." Texas Child Care Quarterly, pp. 20-24.
4. Research and design a learning activity for a child who has been identified with a visual perception problem.	Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 307-317. National Information Center for Children and Youth with Disabilities. "General Information About Learning Disabilities."

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.4:

Demonstrate an understanding of mental retardation.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of mental retardation, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define mental retardation.
2. Explain how intellectual functioning is measured.
3. Distinguish the different classifications of mental retardation.
4. Identify and explain the causes of mental retardation.
5. Explain the effects of mental retardation on a child's education and social development.
6. Describe effective and appropriate strategies to use with children who have mental retardation.

Competency 4.4:

Demonstrate an understanding of mental retardation.

Application:

The Student will:

1. Observe children in an integrated early childhood program and record instances of mental disabilities in children; describe the child(rens)'s problems and strengths.
2. Observe an identified child with mental retardation. Record developmental problems and strengths seen.
3. List strategies to use with each child observed.

Competency 4.4:

Demonstrate an understanding of mental retardation.

Suggested Activities:	References:
1. View an instructor or commercially produced film on a child with Down's Syndrome. Discuss: • what is special about this child? • what is difficult for her to do? • what problems does she encounter? • how does she cope with these problems? • what are her physical needs? • what are her curriculum needs? • what things does she enjoy?	San Antonio College. Course activity.
2. Invite a speaker from the Association for Retarded Citizens to talk to students about the organization's goals, purpose, publications, and activities. Record information and place in professional file.	Association for Retarded Citizens. ARC Facts. Arlington, Texas, (817) 640-0204.
3. Research and report on strategies to use with children with mental retardation in the preschool setting.	Cegelka, P.T. Mental Retardation: From Categories to People. Institute on Community Integration, U of Minnesota. "Early Intervention." Impact. Center on Human Policy, Syracuse University. "Materials On Integrated Early Education Programs For Children With Severe Disabilities."

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.5:

Demonstrate an understanding of children with emotional disturbances.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children with emotional disturbance, achieving 80% mastery on the knowledge test.

Enabling Objectives

Cognitive:

The Student will:

1. Define emotionally disturbed.
2. Define disordered behavior.
3. Identify and describe the classifications of children's behavior disorders:
   - 3a. attention deficit disorder
   - 3b. conduct disorder
   - 3c. personality disorder
   - 3d. immaturity
   - 3e. socialized aggression
   - 3f. withdrawn behavior
   - 3g. autism
4. Identify and explain the possible causes of behavior disorders:
   - 4a. physiological factors
   - 4b. psychological factors
5. Describe effective and appropriate strategies to use with children who exhibit emotional disturbances.

Competency 4.5:

Demonstrate an understanding of children with emotional disturbances.

Suggested Activities:	References:
1. View an instructor or commercially produced film on a child with emotional disturbance. Discuss: • what is special about the child? • what is difficult for him to do? • what problems does he encounter? How does he cope with these problems? • what are his curriculum needs? • what things does he enjoy?	
2. Write to an organization specializing in needs of children with emotional disturbance to obtain services available and information on this special needs category.	Mental Health Association of Texas 8401 Shoal Creek Blvd. Austin, TX 78758 (512) 454-3706
3. Research and write on strategies to use with children with emotional disturbance.	Collins, C.G. Teaching The Emotionally Handicapped. Zionts, P. Teaching Disturbed and Disturbing Students: An Integrative Approach.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.6:

Demonstrate an understanding of children who have hearing impairments.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children who have hearing impairments, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and describe the two common categories of hearing impairments:
   - 1a. deafness
   - 1b. hard-of-hearing
2. Identify and describe the four types of hearing impairments:
   - 2a. conductive
   - 2b. sensorineural
   - 2c. higher auditory cortex
   - 2d. combined loss
3. Explain how hearing is measured.
4. Identify and explain the causes of hearing impairments.
5. Explain the effects of hearing impairment on language education and social development.
6. Describe effective and appropriate strategies to use with children who have hearing impairments.

Competency 4.6:

Demonstrate an understanding of children who have hearing impairments.

Application:

The Student will:

1. Using a prepared checklist, observe an early childhood classroom of toddlers and record instances of children who exhibit signs of hearing loss.
2. Discuss the observed signs with the classroom teacher.

Competency 4.6:

Demonstrate an understanding of children who have hearing impairments.

Suggested Activities:	References:
1. View an instructor or commercially produced film on a child with a hearing impairment. Discuss: • what is special about this child? • what is difficult for her to do? • what problems does she encounter? • how does she cope with these problems? • what are her curriculum needs? • what things does she enjoy?	
2. Write to an organization specializing in needs of children with hearing impairments to obtain services available and information.	American Society for Deaf Children 814 Thager Avenue Silver Spring, MD 20910 (301) 585-5400
3. Research and write on strategies to use with children with hearing impairments.	Ogden, P. The Silent Garden: Understanding the Hearing Impaired Child. Moores, D. Educating the Deaf: Psychology, Principles, and Practices. Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 243-244.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.7:

Demonstrate an understanding of children with speech and language impairments.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children with speech and language impairments, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define speech impairment.
2. Identify and describe the types of speech disorders:
   - 2a. articulation disorders
   - 2b. voice disorders
   - 2c. fluency disorders
   - 2d. language disorders
3. Explain the effects of communication disorders on learning and social development.
4. Explain the purpose of language sampling.
5. Describe the procedures to use in sampling language development in children.
6. Describe effective and appropriate strategies to use with children with communication disorders.

Competency 4.7:

Demonstrate an understanding of children with communication disorders.

Application:

The Student will:

1. Listen and record 25 spontaneous language samples in a child between the age of three and six.
2. Evaluate the child's language.

Competency 4.7:

Demonstrate an understanding of children with communication disorders.

Suggested Activities:	References:
1. View an instructor or commercially produced film on a child with speech and language impairments. Discuss: • what is special about this child? • what is difficult for him to do? • what problems does he encounter? • how does he cope with these problems? • what are his curriculum needs? • what things does he enjoy?	
2. Invite a speaker from an organization specializing in language disorders to obtain information on services, publications, and resources available.	Council for Exceptional Children Division for Children with Communication Disorders 1920 Association Drive Reston, VA 22091 (703) 620-3660
3. Research and report on strategies to use with children who have communication impairments.	Hixon, T.J. Introduction to Communication Disorders.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.8:

Demonstrate an understanding of children with visual impairments.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children with visual impairments, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define visual impairment.
2. Explain how vision is measured.
3. List and describe the types of visual impairments.
4. Identify and explain the causes of visual impairments.
5. Describe the effect of visual impairment on learning and social development.
6. Describe effective and appropriate strategies to use with children with visual impairments.

Competency 4.8:

Demonstrate an understanding of children with visual impairments.

Application:

The Student will:

1. Using a prepared checklist, observe an early childhood classroom of children, ages one to two, and record instances of children who exhibit signs of vision impairment.
2. Discuss the observed signs with the classroom teacher.

Competency 4.8:

Demonstrate an understanding of children with visual impairments.

Suggested Activities:	References:
1. View an instructor or commercially produced film on a child with a visual impairment. Discuss: • what is special about this child? • what is difficult for her to do? • what problems does she encounter? • how does she cope with these problems? • what are her physical needs? • what are her curriculum needs? • what things does she enjoy?	
2. Write to an organization specializing in needs of children with visual impairments to obtain services available and information on visual impairments.	National Association for Visually Handicapped 22 West 21st Street New York, NY 10010 (212) 889-3141
3. Research and report on strategies to use with children with visual impairments.	Huebner, K.M. How To Thrive, Not Just Survive: A Guide To Developing Independent Life Skills For Blind And Visually Impaired Children And Youth. Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 246-254.

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.9:

Demonstrate an understanding of children with physical disabilities and special health problems.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children with physical disabilities and special health problems, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the extreme varied population of children with physical disabilities and special health problems.
2. Distinguish orthopedic impairment from neurological impairment.
3. Define and describe the condition of cerebral palsy.
4. Define and describe spina bifida.
5. Define and describe muscular dystrophy.
6. Define and describe osteogenesis imperfecta.
7. Describe the effects of head trauma.
8. Describe the range of effects of spinal cord injuries.
9. Describe and identify the characteristics of seizure disorders.
10. Describe and identify the characteristics of juvenile diabetes mellitus.
11. Describe and identify the characteristics of cystic fibrosis.
12. Describe and identify the characteristics of hemophilia.
13. Describe and identify the characteristics of AIDS.

Competency 4.9:

Demonstrate an understanding of children with physical and health impairments.

Cognitive:

14. Describe and identify the characteristics of a child who has suffered serious burns.
15. Describe the role of the early childhood teacher when working with children with physical and health impairments.
16. Outline classroom emergency procedures regarding orthopedic and health problems.

Competency 4.9:

Demonstrate an understanding of children with physical and health impairments.

Suggested Activities:

1. View an instructor or commercially produced film on a child with a physical disability or/and health problem. Discuss:
   - what is special about this child?
   - what is difficult for him to do?
   - what problems does he encounter?
   - how does he cope with these problems?
   - what are his curriculum needs?
   - what things does he enjoy?

2. Write to an organization specializing in needs of children with a specific physical disability or health problem to obtain services available and information on the disability.

References:

Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

March of Dimes
Birth Defects Foundation
P.O. Box 2000
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016

Competency 4.9:

Demonstrate an understanding of children with physical and health impairments.

Suggested Activities:

3. Research and report on strategies to use with children with a physical disability and/or a special health problem.

References:

Mullins, J.B. A Teacher's Guide To Management of Physically Handicapped Students.

Darling, R.B. Children Who Are Different: Meeting The Challenges of Birth Defects In Society.

Coleman, Mick. "Caring For Preschoolers With The HIV Virus." Dimensions (Fall 1991).

COURSE: The Child With Special Needs

Unit 4: Developmental Disabilities and Deviations

Competency 4.10:

Demonstrate an understanding of children who are gifted and talented.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of children who are gifted and talented, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define gifted and talented.
2. Identify and describe the characteristics of gifted and talented children.
3. Explain how giftedness is measured.
4. Describe the components/environments needed to develop giftedness.
5. Describe effective and appropriate strategies to use with children who are gifted and talented.

Application:

The Student will:

1. Observe a classroom of young children and record instances of children who exhibit advanced behaviors on common developmental milestones for same age children.

Competency 4.10:

Demonstrate an understanding of children who are gifted and talented.

Application:

2. Discuss the recorded observations with the classroom teacher.
3. List strategies to use when working with one child who exhibits characteristics of giftedness.

Competency 4.10:

Demonstrate an understanding of children who are gifted and talented.

Suggested Activities:

1. Observe one child in a public elementary school who has been identified as gifted and talented. Discuss:
   - what is special about this child?
   - what is difficult/easy for her to do?
   - how does she tackle challenges? How does she resolve problems?
   - what are her curriculum needs?
   - what things does she enjoy?

2. Invite a speaker from an organization specializing in children who are gifted and talented to speak on the organization's goals and purpose, and services available.

3. Research and report on strategies to use with a child who is gifted and talented.

References:

Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 12-16.

Wolfe, J. "The Gifted Preschooler: Developmentally Different But Still 3 or 4 Year-Olds." Young Children (March, 1989), pp. 41-48.

COURSE: The Child With Special Needs

Unit 5: Teacher Behaviors

Competency 5.1:

Utilize appropriate caregiver behaviors needed in working in a mainstreamed setting.

Terminal Performance Objective:

Given a mainstreamed early childhood classroom, text, supplemental material, and field experiences, the student will utilize appropriate caregiver behaviors needed in working in a mainstreamed setting, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the characteristics of effective teachers in early childhood settings.
2. Identify positive discipline strategies that effective teachers utilize.
3. Identify teacher knowledge needed in working with children with special needs.
4. Explain attitudes and behaviors needed when conferring with parents of children with special needs.

Application:

The Student will:

1. Establish and maintain a diary self-evaluating behaviors in a mainstreamed child care setting to include:
   - 1a. preventive discipline
   - 1b. consistency

Competency 5.1:

Utilize appropriate caregiver behaviors needed in working in a mainstreamed setting.

Application:

- 1c. flexibility
- 1d. trustworthiness
- 1e. clarity
- 1f. limit setting
- 1g. facilitation
- 1h. actualizer
- 1i. redirection
- 1j. active listening
- 1k. using logical consequences

2. Videotape self in a mainstreamed classroom setting. Evaluate caregiver behaviors.
3. Write goals for professional development based upon self-evaluations.

Competency 5.1:

Utilize appropriate caregiver behaviors needed in working in a mainstreamed setting.

Suggested Activities:	References:
1. Observe children with their teachers in a mainstreamed setting. Record each occurrence of positive teacher social reinforcement and individual encouragement that you see and hear. Share examples with class.	Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 114-130.
2. From instructor prepared vignette cards involving children with their teacher in a mainstreamed setting, role play appropriate teacher behaviors to display with all children.	
3. Interview a panel of parents of children with special needs. Gather, from their case histories, information on teacher behaviors which enhance working relationships and teacher behaviors which hinder parent-teacher relationships.	Gargiulo, Richard. "Parental Feelings." Annual Editions: Early Childhood Education (92/93), pp. 149-151. Abbott, Carole. "Conferring With Parents When You're Concerned That Their Child Needs Special Services." Young Children (May, 1991), pp. 10-14
4. Interview a hospital child life specialist to gather information on strategies to use in helping children get ready for a hospital stay and strategies for their classmates to understand what is happening to their friend.	Jessee, Peggy. "Making Hospitals Less Traumatic." Dimensions (Fall 1991), pp. 23-24-37.

COURSE: The Child With Special Needs

Unit 5: Teacher Behaviors

Competency 5.2:

Demonstrate an understanding of professional ethics.

Terminal Performance Objective:

Given a mainstreamed early childhood classroom, text, supplemental material, and field experiences, the student will demonstrate an understanding of professional ethics, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the intent of the National Association For The Education of Young Children's Code of Ethical Conduct as it pertains to children with special needs and their families.
2. Define situational ethics.
3. Describe problem solving procedures to utilize while using situational ethics in a child care setting.

Application:

The Student will:

1. Establish and maintain a diary self-evaluating ethical conduct in a mainstreamed child care setting.
   - 1a. Create and maintain a safe and healthy setting for each child cared for.

Competency 5.2:

Demonstrate an understanding of professional ethics.

Application:

1b. Further the potential of each child.
1c. Base practices upon current knowledge in the field of children with special needs.
1d. Base practices upon particular knowledge of each child.
1e. Support the right of children with special needs to participate.
1f. Involve all of those with relevant knowledge in decisions concerning a child.
1g. Help family members improve their understanding of their children with special needs.
1h. Establish and maintain confidentiality regarding all children in the center.
1i. Use community resources and professional services that support children and families.
1j. Establish and maintain a relationship of trust and cooperation with co-workers.
1k. Cooperate with other professionals who work with children and their families.

Competency 5.2:

Demonstrate an understanding of professional ethics.

Suggested Activities:

1. Respond to the following ethical dilemmas:

- Shera, who has been diagnosed as HIV positive, is enrolled in your classroom. She bites a little boy on the arm drawing blood. What do you do?

- John, a four year-old boy in your preschool room, continually comes to school dressed in costumes- policeman, outlaw, soldier- complete with toy weapons. He frightens and hurts the children on a regular basis. Twice you have noticed he has bruises in unusual places. You have talked to his mother who only responds that he is active and that she is working on his sex role identity. What do you do?

- A parent of a child with deafness wants the teachers and children to learn sign language in order to communicate with her daughter. What do you do?

- A parent is concerned that your center accepts children who were born drug addicted. She has been heard telling another parent, "I don't want my child going to preschool with a drug addict." What do you do?

2. Research and brainstorm strategies to help parents understand the benefits of a mainstreamed setting.

References:

Smith, Marilyn. "Excellence and Equity For America's Children." Annual Editions: Early Childhood Education (90/91), pp. 12-18.

COURSE: The Child With Special Needs

Unit 5: Teaching Behaviors

Competency 5.3:

Demonstrate an understanding of teamwork skills needed when serving children in a mainstreamed setting.

Terminal Performance Objective:

Given a group of young children, a group of colleagues, text, supplemental material, oral instructions, and field experiences, the student will demonstrate an understanding of teamwork skills needed when serving children in a mainstreamed setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for teamwork in all child care settings.
2. Describe interpersonal skills needed to work effectively in a team:
    - 2a. cross-cultural awareness and sensitivity
    - 2b. oral communication skills
    - 2c. disclosure
    - 2d. observation
    - 2e. giving feedback
    - 2f. role clarification/negotiation through goal setting
3. Describe management and cooperation skills needed in the mainstreamed setting.

Competency 5.3:

Demonstrate an understanding of teamwork skills needed when serving children in a mainstreamed setting.

Suggested Activities:

1. Observe caregivers in a mainstreamed setting. List all instances of teamwork skills. Interview the caregivers to determine planning and management that takes place to create effective teamwork skills. Share information with classmates.

References:

COURSE: The Child With Special Needs

Unit 6: Interventions

Competency 6.1:

Demonstrate an understanding of the use of an IEP in a child care/educational setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will evaluate the use of an IEP in a child care/educational setting, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the reason for adapting curriculum rather than using a different curriculum to meet the needs of children.
2. Review the purpose of an individual education plan.
3. Review the components of an individual education plan.
4. Explain the relationship between an IEP and its use in a mainstreamed setting.
5. Explain the importance of modifying teaching techniques when working with special needs children.
6. Summarize teaching modifications needed when working with the following children:
    - 6a. children with visual impairments
    - 6b. children with hearing impairments
    - 6c. children with speech impairments
    - 6d. children with dyslexia
    - 6e. children with attention deficit disorder
    - 6f. children with physical disabilities
    - 6g. children who are gifted and talented

Competency 6.1:

Demonstrate an understanding of the use of an IEP in a child care/educational setting.

Cognitive:

7. Explain why teachers need to use a variety of teaching techniques with all children.

Application:

The Student will:

1. Conduct a case study of a teacher working with a special needs child.
    - 1a. Observe and record teacher behaviors utilized with the child.
    - 1b. Record teacher modifications used in teaching techniques when working with the child.
    - 1c. Observe and record lesson plans and verbal goals utilized.
    - 1d. Observe and record efforts of mainstreaming the child in all activities.
2. Assess interventions used by the teacher when working with the child with special needs.

Competency 6.1:

Demonstrate an understanding of the use of an IEP in a child care/educational setting.

Suggested Activities:

1. Interview your case study teacher to establish guidelines, confidentiality, commitment, and working relationship procedures.

2. Observe the case study teacher and record the number of times in an hour she observes the child doing a task before intervening to help, prompt, or cue the child to do the task. Evaluate the effectiveness of her task analysis with the child.

References:

Allen, K. Eileen. The Exceptional Child: Mainstreaming In Early Childhood Education, pp. 126-130.

COURSE: The Child With Special Needs

Unit 6: Interventions

Competency 6.2:

Utilize the individual education plan approach when working with the child with special needs.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will utilize the individual education plan approach when working with the special needs child, achieving 80% mastery on the knowledge test, and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Determine teaching strategies and environmental adaptations to utilize with children with special needs.

Application:

The Student will:

1. Work with parents and center director to identify a case study child.
2. Establish learning plans and goals for the case study child.
3. Evaluate strategies and environmental adaptations needed for the case study child in the mainstreamed setting.
4. Conference with the parents of the case study child about the plans and goals of the study.

Competency 6.2:

Utilize the individual education plan approach when working with the child with special needs.

Application:

5. Conduct a mini-case study of the children with special needs:
    - 5a. Establish one task to be learned by the child.
    - 5b. Using observation and assessment methods, identify and describe appropriate teaching techniques that will be used to reach the goal established for the child.
    - 5c. Using the child's IEP and identified teaching techniques, write five lesson plans sequenced to obtain one goal for the child.
    - 5d. Implement the five sequenced lesson plans with the child.
    - 5e. Video tape one or more of the teaching sessions with the child.
    - 5f. Evaluate the implemented lesson plans.
    - 5g. Explain future modifications in lesson planning for the child based upon the evaluation of the lessons.

Competency 6.2:

Use the individual education plan approach when working with the child with special needs.

Suggested Activities:

1. Plan and write a conference agenda for parents of a child who has special needs, to include recorded observations and samples of the child's work.

2. Role play what you will say to the parents of the case study child.

References:

Abbott, Carole. "Conferring With Parents When You're Concerned That Their Child Needs Special Services." Young Children (May, 1991), pp. 10-14.

Agency for Instructional Technology. Building Partnerships with Parents. videotape.

Galinsky, Ellen. "Why Are Some Parent/Teacher Partnerships Clouded With Difficulties?" Young Children (July, 1990), pp. 2-3.

THE CHILD WITH SPECIAL NEEDS

STUDENT COMPETENCY PROFILE

DIRECTIONS: Indicate the appropriate number to evaluate the degree of competency on a scale of 1 to 4:

RATING SCALE:
1 - **Clearly Outstanding** The student shows exceptional knowledge and/or performs the task skillfully with no instructional support or supervision.
2 - **Satisfactory** The student shows adequate knowledge or performs the task adequately with limited instructional support or supervision.
3 - **Needs Improvement** The student shows minimal knowledge and/or has difficulty performing the task independently and needs close instructional support or supervision.
4 - **No Exposure or Experience in this Area**

1.1 Demonstrate an understanding of the diverse characteristics of children with special needs.

Cognitive

1. Explain why, to some extent, all children have special needs.
2. Describe types of children referred to as normal, disabled, at-risk, and gifted.
3. Distinguish between developmental sequences and developmetnal milestones.
4. Write a definition for the term Special Needs.
5. List and describe the various categories of special needs:
   - 5a. children who have been socially and economically deprived
   - 5b. children who have been abused/neglected
   - 5c. children with learning disabilities
   - 5d. children with mental retardation

GRADING PERIODS

1	2	3	4	5	6

	1	2	3	4	5	6
5e. children with emotional disturbance						
5f. children with hearing impairments						
5g. children with visual impairments						
5h. children with speech and language impairments						
5i. children with physical disabilities						
5j. children with health problems						
5k. children with severe and/or multiple disabilities						

Application

1. Observe a group of preschool children and record names of children who may have special needs.						
2. Using a prepared developmental checklist, identify what kind(s) of special needs the identified children may have. If no children were identified, describe what was observed in the children to support this response.						

1.2 Demonstrate an understanding that young children with disabilities have the same learning goals as young children without disabilities.

Cognitive

1. Explain how children with disabilities and children without disabilities have learning needs that are more alike than different.						
2. Identify the major goals of learning for all young children:						
2a. Play appropriately with peers.						
2b. Demonstrate increasingly complex play skills.						
2c. Use increasingly complex communication skills.						

3. Explain the importance of establishing a basic core of developmentally appropriate practices for all children:
    - 3a. guidance
    - 3b. curriculum
    - 3c. health, safety

1	2	3	4	5	6

Application

1. Observe a group of young children with their teacher in a mainstreamed setting. Using a prepared checklist, evaluate teacher behaviors for developmentally appropriate practices with all the children.

2.1 Demonstrate an understanding of the positive effects of legislation affecting the child with special needs.

Cognitive

1. Explain social and political forces which have brought about federal legislation for exceptional children.
2. Explain the intent of Public Law 94-142.
3. Explain the intent of The Americans With Disabilities Act of 1990.
4. Explain the intent of PL 99-457.
5. Explain parents rights in the education of their children.
6. Discuss the pros and cons of mainstreaming children with disabilities, children with no disabilities, and gifted children.
7. Identify the benefits everyone receives from legislation for people with special needs.
8. Describe where and how to find information about current laws and court decisions.

Application

1. Interview a center director and describe the center's compliance with Public Law 94-142.
2. Evaluate an early childhood program for compliance with public laws 94-142 and 99-457.

1	2	3	4	5	6

3.1 Demonstrate an understanding of environmental adaptations needed in the mainstreamed setting.

Cognitive

1. Explain the intent of a "least restrictive environment."
2. Describe safety features needed in a mainstreamed setting for a wide variety of children with disabilities.
3. Explain how classroom and play yard arrangements influence children's learning in a mainstreamed setting.
4. Explain how the daily and weekly schedules influence children's learning in a mainstreamed setting.
5. Define preventative discipline.
6. Explain preventative discipline procedures to use when working with children with special needs.
7. List ways teachers can increase the safety of indoor and outdoor areas for children with disabilities.
8. Describe the primary issues in planning a mainstreamed setting program.

Application

1. Evaluate a child care facility for safety features that would accommodate children with special needs; record recommendations for needed changes:
    1a. Observe and draw a preschool classroom's floor plan.
    1b. Evaluate the floor plan for accessibility to children on crutches, a walker, or in a wheelchair.
    1c. Resketch the floor plan to accommodate a child with a walker, crutch, and/or a wheelchair.
    1d. Evaluate the setting for children with visual and/or hearing impairments.
    1e. Make recommendations for changes needed to accommodate children with visual and/or hearing impairments.
2. Evaluate a daily schedule for a group of 10-15 young children in a mainstreamed program.
3. Amend the schedule to allow for adaptations needed for specific children with special needs.

1	2	3	4	5	6

3.2 Demonstrate an understanding of appropriate caregiver behaviors needed in working with children with special needs.

Cognitive

1. Explain how teacher behaviors affect children's learning in the mainstreamed setting.
2. Describe the behaviors needed to work with children with special needs in a mainstreamed setting.
3. Explain how developmentally appropriate learning experiences can be utilized with all children.
4. List behaviors of effective teachers of young children with special needs, and

Application

1. Observe a teacher in a mainstreamed classroom and describe the following behaviors utilized/not utilized:
   - 1a. consistency
   - 1b. flexibility
   - 1c. trustworthiness
   - 1d. clarity
   - 1e. limit setting
   - 1f. facilitation
   - 1g. actualizer
2. Using a prepared list of criteria, evaluate the effectiveness of the caregiver behaviors implemented by describing children's reactions to them.

1	2	3	4	5	6

3.3 Demonstrate an understanding of appropriate assessments to utilize in identifying children with special needs.

Cognitive

1. Explain the role and responsibilities of screening in the child care center to identify children who may have special needs.
2. Explain the components of appropriate assessment practices and activities.
3. Explain why the use of psychomotor assessment tests as predictors of a child's learning and development should be used with caution.
4. Explain the reason for and importance of conducting systematic observations of each child's development.

Application

1. Using a prepared observation form and checklist, systematically observe and record each child in a classroom to gather information on individuals who may require additional services.
2. For each child observed, compare own systematically recorded observation checklist with one or more classmate's observations of same child.
3. Self-evaluate checklist for objectivity, accuracy.

1	2	3	4	5	6

4.1 Demonstrate an understanding of children who are socially and/or economically deprived.

Cognitive

1. Define social and economic deprivation.
2. List characteristics of children who are socially and/or economically deprived.
3. Describe the effect of social/economic deprivation on learning and social development.
4. Describe effective, appropriate strategies to use with children who are socially and/or economically deprived.

Application

1. Observe children who are socially and/or economically deprived, and a control group. Note any differences.
2. Describe the impact of deprivation from observed differences.

4.2 Demonstrate an understanding of children who are abused and/or neglected.

Cognitive

1. Define abuse.
2. Define neglect.
3. List characteristics of children who are abused and/or neglected.
4. Describe the relationship between learning and children who have been emotionally and/or physically abused and/or neglected.
5. Define Fetal Alcohol syndrome.
6. Describe the relationship between children born with fetal alcohol syndrome and learning.
7. Describe characteristics of children who were born to drug addicted mothers to include Cocaine and Crack babies.
8. Describe the relationship between children born with drug addictions and learning.
9. Describe effective and appropriate strategies to use with children who have been abused and/or neglected.

1	2	3	4	5	6

Application

1. Using a prepared checklist, observe and identify any children who exhibit signs or symptoms of child abuse and/or neglect.
2. Follow center procedures for reporting suspected child abuse and/or neglect.
3. Work with the Department of Human Services to identify children enrolled in local center who are under Child Protective Services.
4. Observe a center where children have been placed by Child Protective Services. Record behaviors of all the children using a prepared checklist.
5. List strategies and play materials to use children to promote self esteem, cognition, and pro-social skills.

4.3 Demonstrate an understanding of children with learning disabilities.

Cognitive

1. Explain the definition "specific learning disability" as described in PL 42-192.
2. Identify and describe the various types of learning disabilities to include attention deficit disorder and dyslexia.
3. Identify and explain the possible causes of learning disabilities:
   3a. brain damage
   3b. biochemical imbalance
   3c. environmental factors
4. Explain the affect of learning disabilities on a child's education and social development.
5. Describe effective and appropriate strategies to use with children with learning disabilities to promote development.

1	2	3	4	5	6

Application

1. Using a prepared checklist, observe an early childhood classroom and record episodes of children showing signs of learning disabilities.
2. Discuss the identified behaviors with the classroom teacher.
3. Select one of the identified children and record all episodes of behaviors which may foreshadow later academic problems.
4. List strategies for working with the child based on an evaluation of the observations.

4.4 Demonstrate an understanding of mental retardation.

Cognitive

1. Define mental retardation.
2. Explain how intellectual functioning is measured.
3. Distinguish the different classifications of mental retardation.
4. Identify and explain the causes of mental retardation.
5. Explain the effects of mental retardation on a child's education and social development.
6. Describe effective and appropriate strategies to use with children who have mental retardation.

1	2	3	4	5	6

Application

1. Observe children in an integrated early childhood program and record instances of mental disabilities in children; describe the child(rens)'s problems and strengths.
2. Observe an identified child with mental retardation. Record developmental problems and strengths seen.
3. List strategies to use with each child observed.

4.5 Demonstrate an understanding of children with emotional disturbances.

Cognitive

1. Define emotionally disturbed.
2. Define disordered behavior.
3. Identify and describe the classifications of children's behavior disorders:
    - 3a. attention deficit disorder
    - 3b. conduct disorder
    - 3c. personality disorder
    - 3d. immaturity
    - 3e. socialized aggression
    - 3f. withdrawn behavior
    - 3g. autism
4. Identify and explain the possible causes of behavior disorders:
    - 4a. physiological factors
    - 4b. psychological factors
5. Describe effective and appropriate strategies to use with children who exhibit emotional disturbances.

1	2	3	4	5	6

4.6 Demonstrate an understanding of children who have hearing impairments.

Cognitive

1. Identify and describe the two common categories of hearing impairments:
    - 1a. deafness
    - 1b. hard-of-hearing
2. Identify and describe the four types of hearing impairments:
    - 2a. conductive
    - 2b. sensorineural
    - 2c. higher auditory cortex
    - 2d. combined loss

3. Explain how hearing is measured.
4. Identify and explain the causes of hearing impairments.
5. Explain the effects of hearing impairment on language education and social development.
6. Describe effective and appropriate strategies to use with children who have hearing impairments.

1	2	3	4	5	6

Application

1. Using a prepared checklist, observe an early childhood classroom of toddlers and record instances of children who exhibit signs of hearing loss.
2. Discuss the observed signs with the classroom teacher.

4.7 Demonstrate an understanding of children with communication disorders.

Cognitive

1. Define speech impairment.
2. Identify and describe the types of speech disorders:
    - 2a. articulation disorders
    - 2b. voice disorders
    - 2c. fluency disorders
    - 2d. language disorders
3. Explain the effects of communication disorders on learning and social development.
4. Explain the purpose of language sampling.

601

600

	1	2	3	4	5	6
5. Describe the procedures to use in sampling language development in children.						
6. Describe effective and appropriate strategies to use with children with communication disorders.						

Application

1. Listen and record 25 spontaneous language samples in a child between the age of three and six.						
2. Evaluate the child's language.						

4.8 Demonstrate an understanding of children with visual impairments.

Cognitive

1. Define visual impairment.						
2. Explain how vision is measured.						
3. List and describe the types of visual impairments.						
4. Identify and explain the causes of visual impairments.						
5. Describe the effect of visual impairment on learning and social development.						
6. Describe effective and appropriate strategies to use with children with visual impairments.						

Application

1. Using a prepared checklist, observe an early childhood classroom of children, ages one to two, and record instances of children who exhibit signs of vision impairment.						
2. Discuss the observed signs with the classroom teacher.						

4.9 Demonstrate an understanding of children with physical disabilities and special health problems.

Cognitive

		1	2	3	4	5	6
1.	Explain the extreme varied population of children with physical disabilities and special health problems.						
2.	Distinguish orthopedic impairment from neurological impairment.						
3.	Define and describe the condition of cerebral palsy.						
4.	Define and describe spina bifida.						
5.	Define and describe muscular dystrophy.						
6.	Define and describe osteogenesis imperfecta.						
7.	Describe the effects of head trauma.						
8.	Describe the range of effects of spinal cord injuries.						
9.	Describe and identify the characteristics of seizure disorders.						
10.	Describe and identify the characteristics of juvenile diabetes mellitus.						
11.	Describe and identify the characteristics of cystic fibrosis.						
12.	Describe and identify the characteristics of hemophilia.						
13.	Describe and identify the characteristics of AIDS.						
14.	Describe and identify the characteristics of a child who has suffered serious burns.						
15.	Describe the role of the early childhood teacher when working with children with physical and health impairments.						
16.	Outline classroom emergency procedures regarding orthopedic and health problems.						

4.10 Demonstrate an understanding of children who are gifted and talented.

Cognitive

1. Define gifted and talented.
2. Identify and describe the characteristics of gifted and talented children.
3. Explain how giftedness is measured.
4. Describe the components/environments needed to develop giftedness.
5. Describe effective and appropriate strategies to use with children who are gifted and talented.

1	2	3	4	5	6

Application

1. Observe a classroom of young children and record instances of children who exhibit advanced behaviors on common developmental milestones for same age children.
2. Discuss the recorded observations with the classroom teacher.
3. List strategies to use when working with one child who exhibits characteristics of giftedness.

5.1 Utilize appropriate caregiver behaviors needed in working in a mainstreamed setting.

Cognitive

1. Identify the characteristics of effective teachers in early childhood settings.
2. Identify positive discipline strategies that effective teachers utilize.
3. Identify teacher knowledge needed in working with children with special needs.
4. Explain attitudes and behaviors needed when conferring with parents of children with special needs.

Application

1. Establish and maintain a diary self- evaluating behaviors in a mainstreamed child care setting to include:
    1a. preventive discipline
    1b. consistency
    1c. flexibility
    1d. trustworthiness
    1e. clarity
    1f. limit setting
    1g. facilitation
    1h. actualizer
    1i. redirection
    1j. active listening
    1k. using logical consequences
2. Videotape self in a mainstreamed classroom setting. Evaluate caregiver behaviors.
3. Write goals for professional development based upon self-evaluations.

1	2	3	4	5	6

5.3 Demonstrate an understanding of teamwork skills needed when serving children in a mainstreamed setting.

Cognitive

1. Explain the need for teamwork in all child care settings.
2. Describe interpersonal skills needed to work effectively in a team:
    2a. cross-cultural awareness and sensitivity
    2b. oral communication skills
    2c. disclosure
    2d. observation
    2e. giving feedback
    2f. role clarification/negotiation through goal setting

	1	2	3	4	5	6
3. Describe management and cooperation skills needed in the mainstreamed setting.						

6.1 Demonstrate an understanding of the use of an IEP in a child care/educational setting.

Cognitive

1. Explain the reason for adapting curriculum rather than using a different curriculum to meet the needs of children.						
2. Review the purpose of an individual education plan.						
3. Review the components of an individual education plan.						
4. Explain the relationship between an IEP and its use in a mainstreamed setting.						
5. Explain the importance of modifying teaching techniques when working with special needs children.						
6. Summarize teaching modifications needed when working with the following children:						
6a. children with visual impairments						
6b. children with hearing impairments						
6c. children with speech impairments						
6d. children with dyslexia						
6e. children with attention deficit disorder						
6f. children with physical disabilities						
6g. children who are gifted and talented						
7. Explain why teachers need to use a variety of teaching techniques with all children.						

Application

1. Conduct a case study of a teacher working with a special needs child.
    1a. Observe and record teacher behaviors utilized with the child.
    1b. Record teacher modifications used in teaching techniques when working with the child.
    1c. Observe and record lesson plans and verbal goals utilized with the child.
    1d. Observe and record efforts of mainstreaming the child in all activities.
2. Assess interventions used by the teacher when working with the child with special needs.

1	2	3	4	5	6

6.2 Utilize the individual education plan approach when working with the child with special needs.

Cognitive

1. Determine teaching strategies and environmental adaptations to utilize with children with special needs.

Application

1. Work with parents and center director to identify a case study child.
2. Establish learning plans and goals for the case study child.
3. Evaluate strategies and environmental adaptations needed for the case study child in the mainstreamed setting.
4. Conference with the parents of the case study child about the plans and goals of the study.

5. Conduct a mini-case study of the children with special needs:
    - 5a. Establish one task to be learned by the child.
    - 5b. Using observation and assessment methods, identify and describe appropriate teaching techniques that will be used to reach the goal established for the child.
    - 5c. Using the child's IEP and identified teaching techniques, write five lesson plans sequenced to obtain one goal for the child.
    - 5d. Implement the five sequenced lesson plans with the child.
    - 5e. Video tape one or more of the teaching sessions with the child.
    - 5f. Evaluate the implemented lesson plans.
    - 5g. Explain future modifications in lesson planning for the child based upon the evaluation of the lessons.

1	2	3	4	5	6

2+2 Tech Prep Early Childhood Professions
Postsecondary Advanced Specialty Career Areas

Administration

The 2+2 Tech Prep Early Childhood Professions student who is seeking skills in administration and/or management of a home-based or center-based program should complete the following courses during the fourth semester at a Texas junior college:

Course Title: * Administration Of The Child Care/Education Program

Credits: 3 (2 lec/2 lab)

Course Description: This is the first of two courses in child care administration. It covers the practical aspects of managing a child care center, with emphasis on legal issues and applications; fiscal management; personnel planning, hiring, and staff development; physical plant responsibilities; program and enrollment policies; duties to parents; and program implementation.

Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers.

Course Title: * Management Techniques for Directors

Credits: 3 (2 lec/2 lab)

Course Description: This is the second of two courses in child care administration. It covers the theoretical aspects of managing a child development center. The main emphasis is placed on leadership styles, formulating and implementing staff development and program goals, problem solving, delegation and decentralization, increasing staff morale, preventing burnout, and theories of managing a child care center.

Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers.

* Required/** Recommended option

Course Title: *Learning Environments, Activities, and Materials for Mixed Age Groups

Credits: 4 (3 lec/2 lab)

Course Description: This course addresses the unique curriculum planning needed in group home-based care and centers serving less than 10 children, includes strategies for developmentally appropriate proactive for mixed age groups, planning the environment, and ways to use mixed-age grouping to the children's advantage.

Course Title: * Office Accounting

Credits: 3 (3 lec/3 lab)

Course Rationale: This is one of two courses taken out of the Child Development Department during the Tech Prep student's fourth college semester. This course is recommended for all students seeking an Advanced Associate of Applied Science Degree with an Administration Specialty. The course emphasizes principles of accounting, journalization, posting, statements, subsidiary ledgers, payroll records and payroll taxes which are essential skills needed in managing a center and supervising office staff.

Course Description: A special emphasis is placed on small business accounting systems to include elementary principles of accounting, journalization, posting, statements, subsidiary ledgers, payroll records and payroll taxes.

Course Title: ** Small Business Management

Credits: 3 (3 lec)

Course Rationale: This course, taken out of the Child Development Department during the Tech Prep student's fourth college semester, is recommended for students planning to start their own child care/education center. It emphasizes principles of small business ownership and management, which are essential fundamentals for any director who works in a privately owned child care center.

Course Description: This course covers principles of starting a business, strategies for entrepreneurship, insurance selection, business laws, computer systems for business applications, and financial management. The student spends three hours a week in the classroom.

* Required/**Recommended option

Administration of the Child Care/Education Program

Course Title: * Administration of Child Care/Education Program

Credits: 3 (2/2)

Course Description: This is the first of two courses in child care administration. It covers the practical aspects of managing a child care center, with emphasis on legal issues and applications; fiscal management; personnel planning, hiring, and staff development; physical plant responsibilities; program and enrollment policies; duties to parents; and program implementation.

Sequence of Competencies by Learning Unit:

1.1 Describe the programs and schools available to the professional seeking directorship.

1.2 Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

1.3 Distinguish the general responsibilities of the child care director in a variety of settings.

1.4 Use decision making skills to plan a career in program administration.

2.1 Demonstrate an understanding of planning and evaluating programs which serve children.

3.1 Demonstrate an understanding of personnel management.

4.1 Describe the principles of fiscal management.

5.1 Identify the physical plant management duties of the child care director.

6.1 Demonstrate an understanding of enrollment procedures.

7.1 Describe the ingredients needed to promote relations between the child care/education program and parents and the community.

8.1 Demonstrate an understanding of the legal responsibilities of the child care director.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.1:

Describe the programs and schools available to the professional seeking directorship.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the programs and schools available to the professional seeking directorship, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and explain the types of child care programs licensed in Texas:
    - 1a. Half-day programs
    - 1b. All-day programs
    - 1c. Hourly drop-in programs
2. Identify and describe the types of schools/centers licensed in Texas:
    - 2a. Private profit-making
        - (1) proprietary
        - (2) home-based care
        - (3) corporation
        - (4) employer-sponsored
    - 2b. Non-profit schools
        - (1) cooperative
        - (2) church-sponsored
        - (3) laboratory

Competency 1.1:

Describe the programs and schools available to the professional seeking directorship.

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        (4) publicly funded
        (5) head start
3. List the similarities and differences of half-day and full-day programs.
4. Describe the strengths and limits of home-based child care.
5. Describe the strengths and limits of center-based care.

Application:

The Student will:

1. Survey the kinds of programs and schools available for the care and education of children in the local community.
2. Observe and record the characteristics of one program at a chosen school.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.2:

Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the characteristics of effective directors in settings serving young children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify the personal qualities and abilities needed to be an effective child care/education director:
   1a. initiative
   1b. self-confidence
   1c. perception
   1d. intelligence
   1e. maturity
   1f. supervisory ability
   1g. decisiveness
   1h. loyalty
   1i. honesty
   1j. strengthening ability
2. Describe the interpersonal skills needed to be successful as a director:
   2a. goal setting, planning

Competency 1.2:

Demonstrate an understanding of the characteristics of effective directors in settings serving young children.

- 2b. delegating responsibility
- 2c. organizing time, work
- 2d. decision making
- 2e. problem solving
- 2f. interpersonal communication skills
- 2g. multicultural awareness, sensitivity
- 2h. budgeting, accounting

3. Identify national organizational recommended qualifications for directorship.
4. Identify Department of Human Services requirements for directorship positions.

Application:

The Student will:

1. Using a checklist, observe a director in a setting which serves young children, and record characteristics and skills observed.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.3:

Distinguish the general responsibilities of the child care director in a variety of settings.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will distinguish the general responsibilities of the child care director in a variety of settings, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and explain the director's general areas of responsibility in each of the following programs:
   For profit: home based, center based, corporation; Non profit: cooperative, church sponsored, laboratory, publicly funded:
   - 1a. setting policy
   - 1b. enrollment of children
   - 1c. curriculum
   - 1d. physical plant and equipment
   - 1e. fiscal management
   - 1f. management and professional development of personnel
   - 1g. leadership
   - 1h. parent/community involvement and education
2. List the principles of effective time management.
3. Describe the ways a computer can be utilized to manage a program or center.

Competency 1.3:

Distinguish the general responsibilities of the child care director in a variety of settings.

Application:

1. Observe a center director and a home-based director and record responsibilities and duties of each.

COURSE: Administration of the Child Care/Education Program

Unit 1: Career Goal Setting

Competency 1.4:

Use decision making skills to plan a career in program administration.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will use decision making skills to plan a career in program administration, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify procedures to use in decision making:
    - 1a. Clarify or identify problem.
    - 1b. Develop a list of choices or alternatives.
    - 1c. Discuss the advantages and disadvantages of each alternative.
    - 1d. Put alternatives in a priority order.
    - 1e. Choose an alternative to implement.
2. Develop a career goal in administration using decision making principles.

Application:

1. Gather resource materials on position openings, required qualifications.
2. Complete a personal resume.
3. Complete simulated job/licensing application.
4. Complete simulated job/licensing interview.

COURSE: Administration of the Child Care/Education Program

Unit 2: Program Planning and Evaluation

Competency 2.1:

Demonstrate an understanding of planning and evaluating programs which serve children.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of planning and evaluating programs which serve children, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define philosophy.
2. Explain the relationship between a program's stated philosophy and quality of programming.
3. List and give examples of the steps needed to implement a program philosophy:
    - 3a. written statements about children's needs
    - 3b. goal setting to meet needs
    - 3c. written objectives to meet goals
    - 3d. implementation of objectives
4. Explain the purpose of evaluating the program.
5. List and describe the steps needed to evaluate a program:
    - 5a. stated goals
    - 5b. stated objectives to meet goals
    - 5c. criteria for judging whether objective was met, and at what level of performance.

Competency 2.1:

Demonstrate an understanding of planning and evaluating programs which serve children.

Cognitive:

5d. choosing an evaluation method:
  (1) observation
  (2) checklists
  (3) commercial or teacher-made tests
  (4) parent interviews
  (5) time sampling
  (6) portfolios of activities done
5e. Write recommendations for adaptions and changes needed in the program based upon evidence collected

Application:

The Student will:

1. Develop a personal philosophy for a program.
2. Write five goals needed to implement part of the philosophy.
3. Write objectives to meet the five stated goals.

COURSE: Administration of the Child Care/Education Program

Unit 3: Staff Recruitment, Selection, and Personnel Policies

Competency 3.1:

Demonstrate an understanding of personnel management.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of personnel management, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain procedures for recruiting staff:
   - 1a. determine qualifications needed
   - 1b. write position opening announcement
   - 1c. distribute announcement to appropriate sources
2. Describe each component in the selection process:
   - 2a. developing an application
   - 2b. screening applications
   - 2c. interviewing
   - 2d. evaluating applicants
   - 2e. notification of selection/nonselection
3. Explain the purpose of a written personnel policy.
4. Identify essential components of a personnel policy:
   - 4a. conditions of employment
   - 4b. equal opportunity/affirmative action
   - 4c. employee orientation

Competency 3.1:

Demonstrate an understanding of personnel management.

Cognitive:

    4d. overtime
    4e. personnel evaluation, promotion, termination
    4f. reduction-in-force
    4g. leaves, holidays-vacation
    4h. benefits and services
    4i. professional training and development
    4j. accident prevention, follow up procedures
    4k. AIDS-HIV guidelines
5. Describe how to arrange staff work schedules.
6. Explain the purpose of conducting staff meetings.
7. Describe the steps in conducting an effective meeting.
8. Explain the purpose of employee supervision and evaluation.
9. Describe the components of an effective performance appraisal form.
10. Describe the components of an effective performance appraisal conference.
11. Explain the purpose of in-service professional training and development.
12. Identify and describe professional development and training methods:
    - 12a. orientation
    - 12b. mentoring
    - 12c. partnerships
    - 12d. college classes
    - 12e. staff meetings
    - 12f. workshops
    - 12g. group discussions
    - 12h. self-video-taped observations
    - 12i. field trips
    - 12j. professional organizational meetings
13. List components for a successful training session.

Competency 3.1:

Demonstrate an understanding of personnel management.

Application:

The Student will:

1. Write a position opening announcement for a setting serving young children.
2. Develop an application for use with persons applying for positions in an early childhood setting.
3. Using role play, practice interviewing child care staff applicants.
4. Write one regulation for a personnel policy handbook.
5. Using role play, practice the procedures of conducting a performance appraisal with a staff member, to include recommendations for professional development.

COURSE: Administration of the Child Care/Education Program

Unit 4: Budgeting

Competency 4.1:

Describe the principles of fiscal management.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the principles of fiscal management, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define budget.
2. List the procedures in determining a budget:
    - 2a. List previously determined goals.
    - 2b. Involve staff in requesting written budget needs, wants.
    - 2c. List expenses.
    - 2d. List sources of income.
    - 2e. Prioritize items based upon stated goals.
    - 2f. Determine final budget.
    - 2g. Submit to necessary authority for approval.
    - 2h. Work from approved budget.
3. Describe principles of managing a budget:
    - 3a. Designate those with purchasing authority.
    - 3b. Designate those with disbursement authority.
    - 3c. Designate person to collect fees and tuition.
    - 3d. Keep current ledgers and status reports.

Competency 4.1:

Describe the principles of fiscal management.

Application:

The Student will:

1. Plan a budget for a program serving young children.
2. Prepare an amended budget which needs.
3. Observe office secretary's role as program treasurer and record duties completed.

COURSE: Administration of the Child Care/Education Program

Unit 5: Physical Plant Management

Competency 5.1:

Identify the physical plant management duties of the child care director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will identify the physical plan management duties of the child care director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the relationship between the Department of Human Services licensing regulations and planning the child care environment.
2. Identify responsibilities that affect the health of staff and children.
3. Identify responsibilities that affect the safety of staff and children.
4. Explain the principles of planning and using space effectively.
5. Describe housekeeping duties needed in a child care setting serving young children.
6. Describe repair service agreements needed in a child care setting serving young children.
7. Identify records needed for repair schedules, equipment maintenance, and owner's information.

Competency 5.1:

Identify the physical plant management duties of the child care director.

Application:

The Student will:

1. Design a home based or center based facility which meets Department of Human Services licensing regulations for health and safety.
2. Interview a director on housekeeping, maintenance and repair operations, and record information.

COURSE: Administration of the Child Care/Education Program

Unit 6: Enrollment

Competency 6.1:

Demonstrate an understanding of enrollment procedures.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of enrollment procedures, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain how advocacy and marketing affect enrollment.
2. Describe ways of marketing a variety of programs to increase or maintain enrollment.
3. Identify materials needed to enroll students.
4. Identify necessary procedures in the enrollment process:
    - 4a. Establish policy on enrollment requirements (fees, age, hours of attendance, waiting lists).
    - 4b. Disseminate required, other enrollment information to parents.
    - 4c. Obtain completed enrollment cards.
    - 4d. Obtain completed medical, emergency information forms.
    - 4e. Record date of received application.
    - 4f. Establish a waiting list.
    - 4g. Collect enrollment, care fees.

Competency 6.1:

Demonstrate an understanding of enrollment procedures.

Application:

The Student will:

1. Interview a director; record information on enrollment procedures and collect enrollment forms.
2. Develop an enrollment policy for a chosen child care and education program.

COURSE: Administration of the Child Care/Education Program

Unit 7: Public Relations: Parents and the Community

Competency 7.1:

Describe the ingredients needed to promote relations between the child care program and parents and the community.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will describe the ingredients needed to promote relations between the child care program and parents and the community, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe ways of marketing the program and promoting public relations with parents and the community:
    - 1a. maintenance of physical plant
    - 1b. telephone answering etiquette, procedures
    - 1c. program visitation
    - 1d. parent handbook
    - 1e. advertisements
    - 1f. open house
    - 1g. brochure
    - 1h. community activities
2. Explain the purpose of a parent handbook.
3. Identify and define topics to cover in a parent handbook:
    - 3a. educational philosophy
    - 3b. operating hours, dates, policies

Competency 7.1:

Describe the ingredients needed to promote relations between the child care program and parents and the community.

Cognitive:

3c. arrival and departure procedures
3d. parent participation
3e. evaluations of children
3f. meals and snacks
3g. enrollment procedures, policies, fees
3h. health and safety
3i. children's behavior and discipline
3j. parent communication, meeting
3k. reporting of child abuse

4. Identify ways of using the parent handbook to promote communication and early childhood advocacy and education with parents.

Application:

The Student will:

1. Develop a brochure that markets a chosen child care/education program.
2. Develop one topic for publication in a parent handbook.
3. Practice telephone answering etiquette and procedures.
4. Participate in a community activity which promotes a child care/education program.
5. Using a checklist, inspect physical plant at a child care/education setting and record needed repair and maintenance work.

COURSE: Administration of Child Care Centers

Unit 8: Legal Issues

Competency 8.1:

Demonstrate an understanding of the legal responsibilities of the child care center director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the legal responsibilities of the child care center director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify state and local regulatory agencies which interface with child development center operations.
2. Summarize local and state regulations which concern an employer in a child care center.
3. Summarize state licensing standards which pertain to program management and planning.
4. Explain the director's role in complying with local and state regulatory standards.
5. Explain the need to keep in contact with state and local regulatory agencies.
6. Summarize public laws which pertain to program management and planning.
7. Explain the director's role in complying with PL 99-457.
8. Analyze types of grouping patterns appropriate for child care giving which would be in compliance with current state licensing standards and current public laws.

Competency 8.1:

Demonstrate an understanding of the legal responsibilities of the child care center director.

Application:

The Student will:

1. Contact state and local regulatory agencies; determine regulations for
    1a. zoning.
    1b. application procedures.
    1c. conditional use permit.
2. Analyze a local child care program's potential for liability.
3. Write guidelines for protecting a child care program from liability.
4. Define adequate insurance coverage.
5. Describe how contracts are made with companies and individuals for services.
6. Write guidelines for working with parents; children, and the courts in child custody disputes, child abuses cases, or other litigations.

Management Techniques for Directors

Course Title: Management Techniques for Directors

Credits: 3 (2 lec/2 lab)

Course Description: This is the second of two courses in child care administration. It covers the theoretical aspects of managing a child development center. The main emphasis is placed on leadership styles, formulating and implementing staff development and program goals, problem solving, delegation and decentralization, increasing staff morale, preventing burnout, and theories of managing a child care center.

Students spend two hours a week in the classroom and two hours a week in laboratory or field experiences at child development centers.

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

2.1 Comprehend the duties of an early childhood director.

2.2 Recognize work habits needed to be a good time manager.

2.3 Comprehend planning skills.

2.4 Comprehend problem solving skills.

2.5 Comprehend delegation skills.

2.6 Analyze leading skills.

2.7 Understand motivating skills.

2.8 Understand the principles of teambuilding.

2.9 Recognize staff evaluation skills.

2.10 Understand the principles of directing for quality.

3.1 Perform skills needed to be an effective child care/education program director.

COURSE: Management Techniques for Directors

Unit 1: Director Characteristics

Competency 1.1:

Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of the leadership characteristics of an effective early childhood center director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the qualities employers/boards seek when hiring directors of centers:
   *1a. basic workplace capabilities
      (1) reading
      (2) writing at work
      (3) computation
      (4) speaking
      (5) listening
      (6) problem solving
      (7) creativity
      (8) self esteem
      (9) motivation
      (10) personal development
      (11) teamwork

* see "Basic Workplace Skills" in appendix.

Competency 1.1:

Demonstrate an understanding of the leadership characteristics of an effective early childhood center director.

Cognitive:

1b. leading capabilities
    (1) appropriate education, experience
    (2) common sense
    (3) ability to plan
    (4) ability to delegate
    (5) ability to direct and guide
    (6) ability to motivate
2. Describe the interpersonal skills needed to be a successful director:
    2a. appropriate verbal and non-verbal communication
    2b. congruence in verbal and non-verbal messages
    2c. adult-adult transaction style
    2d. active listening
    2e. questioning ability
        (1) to gain information
        (2) to uncover motives
        (3) to give information
        (4) to check understanding
        (5) to determine learning style
    2f. appropriate use of physical space
    2g. conflict-resolution capabilities

Application:

The Student will:

1. Interview a center director and record educational background, work experience information.
2. Observe a director at an early childhood center setting. Record leadership characteristics observed.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.1:

Comprehend the duties of an early childhood director.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend the duties of an early childhood director, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the leadership roles of an early childhood center director:
    - 1a. delegator
    - 1b. negotiator
    - 1c. coach/trainer
    - 1d. team builder
    - 1e. team player
    - 1f. monitor
    - 1g. evaluator
    - 1h. problem solver
    - 1i. business person
    - 1j. public relations
2. Develop a director's matrix which specifies instances each role is needed.

Competency 2.1:

Comprehend the duties of an early childhood director.

Application:

The Student will:

1. Using a prepared checklist observe a center director for a one week period of time and record roles undertaken.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.2:

Recognize work habits needed to be a good time manager.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will recognize habits needed to be a good time manager, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the habits needed for effective center/staff management:
   - 1a. organize work space and routines
   - 1b. sort tasks
   - 1c. schedule time for planning
   - 1d. determine long and short range goals
   - 1e. set deadlines for self and others
   - 1f. prepare a "To Do" list on a daily basis
2. Give examples of self-help techniques to use in effective time management:
   - 2a. Break each task into smaller units.
   - 2b. Reward self for completed tasks.
   - 2c. Make commitments public.
   - 2d. Utilize technology.
3. Define stress.
4. Distinguish "Type A" and "Type B" behavior.
5. Identify ways of managing stress:
   - 5a. effective time management of work

Competency 2.2:

Recognize work habits needed to be a good time manager.

Cognitive:

5b. problem-solving skills
5c. realistic output expectations
5d. physical exercise
5e. relaxation techniques
5f. social support

Application:

The Student will:

1. Observe a center director for a one week period and record work habits.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.3:

Comprehend planning skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend planning skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Give examples for the steps involved in planning:
    - 1a. Establish goals, objectives.
    - 1b. Define situation.
    - 1c. List barriers to goals.
    - 1d. Brainstorm objectives to meet goals.
    - 1e. Choose an action plan.
    - 1f. Prepare a budget.
    - 1g. Implement plan.
    - 1h. Evaluate plan.
2. Describe the components of the management-by-objectives model.
3. Evaluate the MBO model for use in an early childhood care/education center.

Competency 2.3:

Comprehend planning skills.

Application:

The Student will:

1. Observe employees (locally or on videotape) in an organization that utilizes the MBO model. Record planning, interactions, and organizational methods observed.
2. Develop a plan, using the MBO model, to reach one identified objective for a local child development center.
3. Self-evaluate the written plan using a prepared checklist.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.4:

Comprehend problem solving skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend problem solving skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of recognizing and addressing problems.
2. List psychological and physical barriers to confronting problems.
3. Explain ways of identifying problems:
    3a. discrepancy between past and present situations
    3b. unmet goals
    3c. criticism from staff
    3d. criticism from parents, public
4. Explain each stage of the search for finding solutions:
    4a. Brainstorm ideas.
    4b. Choose a workable action plan.
    4c. Implement the plan.
5. Explain ways of evaluating the action plan:
    5a. Collect feedback.
    5b. Assess outcome.

Competency 2.4:

Comprehend problem solving skills.

Cognitive:

6. Describe methods of utilizing staff members to solve problems:
    - 6a. strategic planning committees
    - 6b. quality circles
    - 6c. group meetings
    - 6d. consulting individuals among staff
7. List the advantages and disadvantages of each problem solving method.

Application:

The Student will:

1. Observe a director and the center staff for a period of time at a local early childhood care/education center. Record method(s) used to solve problems.
2. Evaluate method(s) utilized.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.5:

Comprehend delegation skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will comprehend comprehend delegation skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe the three steps in the delegation process:
    - 1a. assign duties
    - 1b. give authority
    - 1c. require accountability
2. Explain effective delegation axioms:
    - 2a. include staff in delegation process
    - 2b. select appropriate personnel
    - 2c. monitor intermittently

Competency 2.5:

Comprehend delegation skills.

Application:

The Student will:

1. Interview a center director on delegation philosophy and methods; record information.
2. Observe a center director and record instances of task delegation. Identify axioms observed,

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.6:

Analyze leading skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will analyze leading skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define leadership.
2. Describe the three premises of leadership:
   - 2a. power
   - 2b. authority
   - 2c. persuasion
3. Explain the relationship between power and authority.
4. Describe effective techniques to use in guiding staff members:
   - 4a. assertiveness
   - 4b. reasoning
   - 4c. compensation
5. List the characteristics of major leadership styles:
   - 5a. autocratic
   - 5b. democratic
   - 5c. laissey-faire
6. Describe the principles of Theory X and Theory Y.
7. Point out the relationship between Theory X and Theory Y and leadership styles.

Competency 2.6:

Analyze leading skills.

Cognitive:

8. Analyze the situational effectiveness of each style for use in the early childhood center/program setting:
    - 8a. motivating staff
    - 8b. relating to staff
    - 8c. organizing program
    - 8d. setting goals
    - 8e. solving problems
    - 8f. meeting objectives
    - 8g. evaluating staff
    - 8h. marketing early childhood center program
9. Explain why the situation determines the leadership style needed.
10. Describe how the Myers-Briggs Personality Indicator can be utilized for staff development and delegation of tasks.
11. Describe how a learning styles inventory can be utilized for staff development.

Application:

The Student will:

1. Observe a center director, and with a prepared checklist, record actions. Determine which managerial style(s) is/are in use.
2. Evaluate the managerial style(s) utilized by the director.
3. Complete a leadership style inventory to determine personal leadership style.
4. Develop a personal leadership development plan based on inventory results.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.7:

Understand motivating skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand motivating skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define motivation.
2. Explain the relationship between motivation and performance.
3. Explain the purpose of motivating staff at the child care/education center.
4. Identify and describe major theories of motivation:
    - 4a. Maslow's Need Hierarchy
    - 4b. Herzberg's Two-Factor Theory
    - 4c. Skinner's Behavior Modification Theory
    - 4d. Expectancy Theory
    - 4e. Corporate Culture
5. Examine the viability of each theory with an early childhood center staff.
6. Explain how individual learning style influences motivation.

Competency 2.7:

Understand motivating skills.

Application:

The Student will:

1. Observe a center director and record instances of motivating skills used with staff members.
2. Determine the theory(ies) of motivation used most; analyze for effectiveness in meeting center objectives.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.8:

Understand the principles of team building.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand the principles of team building, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of developing staff cohesion.
2. Describe the conditions needed for building a team:
    - 2a. appropriate size
    - 2b. appropriate mix of personalities/learning styles
    - 2c. appropriate opportunities
    - 2d. friendship
3. Explain the stages of group development:
    - 3a. developing mutual acceptance
    - 3b. motivation and decision making
    - 3c. productivity
    - 3d. control and organization
4. List barriers to team cohesion:
    - 4a. unclear role expectation
    - 4b. competitiveness
    - 4c. intolerance
    - 4d. task of shared experiences and/or resources

Competency 2.8:

Understand the principles of team building.

Cognitive:

    4e. lack of positive feedback
5. Outline ways of developing staff cohesion:
    5a. shared experiences
    5b. meetings
    5c. parties, outings
    5d. common goal

Application:

The Student will:

1. Observe staff members in a child care/education setting, and record instances of team building.

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.9:

Recognize staff evaluation skills.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will recognize staff evaluation skills, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the need for establishing and announcing employee work standards.
2. Define evaluation.
3. Describe the reasons for evaluating center staff:
    - 3a. professional development
    - 3b. promotion
    - 3c. salary raise
    - 3d. documenting for termination
4. Give examples of the steps for one kind of education:
    - 4a. Define purpose of evaluating staff.
    - 4b. Study evaluation instruments and methods which fit purpose.
    - 4c. Establish an evaluation cycle for each staff member.
    - 4d. Implement the evaluation plan.
    - 4e. Evaluate the plan.
5. Explain the reason or including staff members in the evaluation design process.
6. Identify appropriate instruments for evaluating staff in the child care/education center.

Competency 2.9:

Recognize staff evaluation skills.

Cognitive:

7. Describe the components needed in each counseling session of the performance appraisal cycle:
   - 7a. orientation conference
   - 7b. pre-observation conference
   - 7c. post-observation conference
8. Explain the purposes of evaluating exemplary staff members.
9. Give examples of factors which contribute to poor job performance:
   - 9a. lack of intellectual ability
   - 9b. lack of job knowledge
   - 9c. emotional problems
   - 9d. drug addiction
   - 9e. job burnout
   - 9f. excessive absenteeism and tardiness
   - 9g. physical limitations
10. Describe the steps to take in managing an ineffective staff member:
    - 10a. Define acceptable performance.
    - 10b. Determine deviation(s) from standard.
    - 10c. Confront staff member.
    - 10d. Establish an action plan for improvement.
    - 10e. Reevaluate performance after time interval.
    - 10f. Continue or discontinue action plan.

Application:

The Student will:

1. Practice performance appraisal skills in one/or more simulated situations:
   - 1a. caregivers in infant, toddler, preschool, school-age rooms
   - 1b. secretary
   - 1c. kitchen cook
   - 1d. custodian

COURSE: Management Techniques for Directors

Unit 2: Director Duties

Competency 2.10:

Understand the principles of directing for quality.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will understand the principles of directing for quality, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Define quality.
2. Identify the factors that contribute to a quality center:
    - 2a. organizational policy
    - 2b. facility design
    - 2c. space arrangement
    - 2d. developmentally appropriate curriculum
    - 2e. qualified staff
    - 2f. parent education program
3. Describe ways of creating a quality center program.

Competency 2.10:

Understand the principles of directing for quality.

Application:

The Student will:

1. Observe the daily operations at a child care/education center. Using a prepared checklist, record factors that contribute to the quality of the program.

COURSE: Management Techniques for Directors

Unit 3: Director Performance

Competency 3.1:

Perform skills needed to be an effective child care/education program director.

Terminal Performance Objective:

Given a mentor and/or supervisor, text, supplemental material, and field experiences, the student will perform skills needed to be an effective child care/education program director, achieving a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Application:

The Student will:

1. Identify one center goal.
2. Write a plan for achieving the center goal.
3. Use time management concepts.
4. Solve problems using a diagnostic model.
5. Delegate tasks.
6. Use a leading style.
7. Motivate staff members to meet objectives.
8. Plan and implement one team building activity with the staff.
9. Evaluate the center program for quality.
10. Self-evaluate performance using a prepared checklist.

Learning Environments, Activities, and Materials for Mixed Age Groups

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Course Title: Learning Environments, Activities, and Materials for Mixed Age Groups

Credits: 4 (3 lec/2 lab)

Course Description: This course addresses the unique curriculum planning needed in group home-based care and centers serving less than 10 children, includes strategies for developmentally appropriate proactive for mixed age groups, planning the environment, and ways to use mixed-age grouping to the children's advantage.

Sequence of Competencies by Learning Unit:

1.1 Demonstrate an understanding of settings which serve combined age groups.

2.1 Plan developmentally appropriate curriculum for mixed-age groups.

3.1 Plan a developmentally appropriate curriculum for a mixed-age group setting.

4.1 Plan a schedule appropriate for a mixed-age group.

5.1 Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

5.2 Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

6.1 Use developmentally appropriate behaviors with children in a mixed-age group setting.

6.2 Demonstrate an understanding of professional ethics and responsibilities applicable to the mixed group program director/caregiver.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 1: Characteristics of Settings Which Serve Combined Age Groups

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Competency 1.1:

Demonstrate an understanding of settings which serve combined age groups.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of settings which serve combined age groups, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Describe how group home and small program settings differ from larger center based settings:
    - 1a. number of children served
    - 1b. atmosphere
    - 1c. daily routines
    - 1d. ages of children served in same room
    - 1e. relationship with provider
2. Describe the strengths and challenges of small group programs.
3. Describe the characteristics of small group care/education settings:
    - 3a. home-based or small building
    - 3b. staff limited to one or two persons
    - 3c. daily routines include provider's household tasks
4. Describe the safety precautions needed when combining infants and toddlers with older children in the same environment.

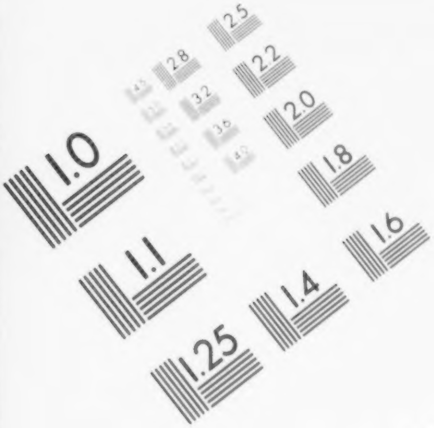
Competency 1.1:

Demonstrate an understanding of settings which serve combined age groups.

Application:

The Student will:

1. Observe the director/provider of a home-based or small group program and record characteristics of program.



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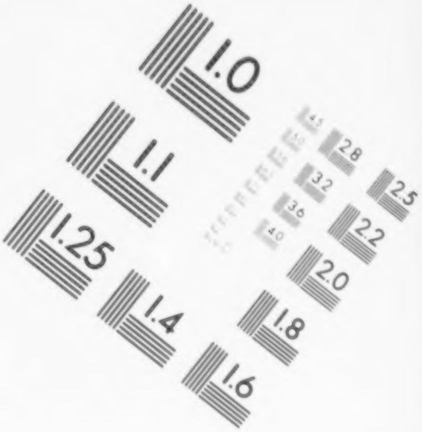

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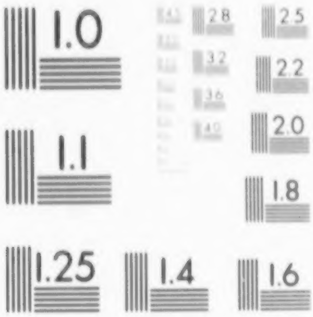

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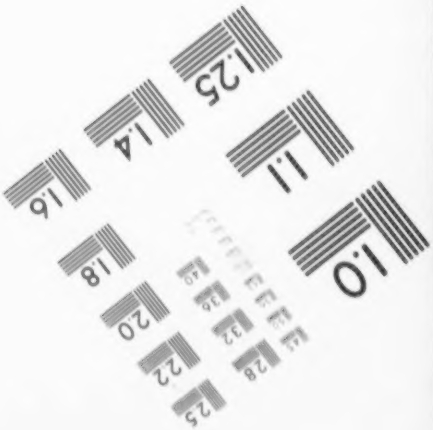

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COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 2: Needs Assessment

Competency 2.1:

Demonstrate an understanding of settings which serve combined age groups.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will perform assessment activities for planning developmentally appropriate curriculum for mixed-age groups, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of assessing developmental stages and ages of children enrolled in mixed-age settings.
2. Explain the particular importance of understanding the range of development and growth patterns.
3. Explain the similarities and differences in planning learning environments and, curriculum for mixed age groups and age-specific groups of children.
4. Describe director-parent communication strategies and tools for assessing curriculum needs.
5. Describe procedures for observing and recording individual and social interactions of each child in a mixed-age group setting.
6. Explain how to incorporate individual needs in the total mixed-age program.

Competency 2.1:

Demonstrate an understanding of settings which serve combined age groups.

Application:

The Student will:

1. Write parent conversation questions to gain understanding of three to five different age children in a mixed-age setting.
2. Interview the children's parents to obtain care/education information.
3. Record observations of the three children throughout care period to determine each child's capabilities, interests, and habits for planning development activities.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 3: Environmental Planning

Competency 3.1:

Plan a developmentally appropriate environment for a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate environment for a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Identify and describe the components of a safe, stimulating indoor environment for a mixed age group:
    - 1a. Space is organized for specific functions.
    - 1b. Materials, equipment in good repair.
    - 1c. Setting is free from poisonous plants, chemicals.
    - 1d. Setting is clean and toys are sanitized.
    - 1e. Supervision of all children is possible in arranged space.
    - 1f. Space arrangement fosters self-direction and self-discovery learning.
    - 1g. Interest on learning centers are planned for a range of ages and stages.
    - 1h. Quiet, active space is provided; separate.
    - 1i. Separate interest centers and spaces are provided for infants and toddlers when necessary.
    - 1j. Low shelves for storing materials, toys.

Competency 3.1:

Plan a developmentally appropriate environment for a mixed-age group setting.

Cognitive:

2. Identify and describe the components of a safe, stimulating outdoor environment for a mixed age group:
    - 2a. Materials, equipment in good repair.
    - 2b. Setting is free from poisonous plants, chemicals.
    - 2c. Wading and/or swimming pool is fully monitored, emptied when not under supervision.
    - 2d. Supervision of all children is possible in arranged space.
    - 2e. Space arrangement fosters self direction and self discovery materials and equipment for a range of ages and stages.
    - 2f. Space arrangement respects privacy and property of provider's own family.
3. Describe the appropriate environmental components for a mixed-age room to include use of space and space arrangements, furniture, decorations, colors, floor coverings, equipment, and toys.
4. Describe necessary health and safety supplies to include accident prevention and sanitation materials.

Application:

The Student will:

1. Using a prepared checklist, evaluate the arrangement and use of space in a local home-based or small program child care/education facility.
2. Design an environment for a home-based or small program-based child care/education program which serves a mixed age group to include infants and school age children.

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* Adapted from "Family Day Home," by Norma Ziegler, pp. 207-224, Room To Grow, Texas Association for the Education for Young Children.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 4: Scheduling

Competency 4.1:

Plan a schedule appropriate for a mixed-age group.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a schedule appropriate for a mixed-age group, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of scheduling in a home-based or small group center program.
2. Explain ways of organizing the schedule to meet each child's needs.
3. Describe the purpose and components of weekly and monthly planning to include the use of themes, outings, and sensory experiences.
4. Explain the importance of involving parents daily in adapting activities to meet individual children's needs.

Competency 4.1:

Plan a schedule appropriate for a mixed-age group.

Application:

The Student will:

1. Observe children in a mixed-age group setting and record sleep, awake, and play routines of each child.
2. Make a chart of each child's nap/sleep, awake, eating, play, and study (school-age) habits and needs.
3. Write a one week schedule for the group to include activity and interest center plans, feeding and meal schedules, rest-nap and play times.
4. From the week's plan, write a daily plan to include individual attention time for each child.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

Unit 5: Curriculum Planning

Competency 5.1:

Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the purpose of themes in the mixed-age setting.
2. Describe ways of adapting theme activities to meet the needs of individual children in a mixed-age setting.
3. Identify interest center materials and equipment that can be used by a variety of age groups.
4. Describe ways of using interest centers for a variety of age groups to facilitate development of individual cognitive, physical, emotional, and social growth:
    - 4a. art
    - 4b. blocks
    - 4c. cooking
    - 4d. science
    - 4e. dramatic play
    - 4f. library
    - 4g. movement
    - 4h. music

Competency 5.1:

Plan a developmentally appropriate indoor curriculum for children in a mixed-age group setting.

Cognitive:

  4i. math
  4j. table games
  4k. manipulatives

5. Identify activities that require infants and toddlers to be separated from older children's play.
6. Identify activities that require school age children to be separated from younger children's play.
7. Evaluate the use of the television as a curriculum tool in the mixed-age group program.

Application:

The Student will:

1. For each interest center develop and implement one theme activity, adapting it to each child enrolled in the mixed-age program.
2. Evaluate each activity and adaptation for developmental appropriateness using a prepared checklist.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 5: Curriculum Planning

Competency 5.2:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of utilizing the outdoors in curriculum planning for a mixed-age group.
2. Describe precautions and safety measures to take when planning outdoor activities for a mixed-age group.
3. Describe interest center characteristics appropriate for outside play:
    - 3a. science discovery
    - 3b. animals
    - 3c. sand and water
    - 3d. garden
    - 3e. woodworking
    - 3f. cooking
    - 3g. movement, music
    - 3h. art
4. Describe ways of arranging curriculum activities for separate, parallel play.

Competency 5.2:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Application:

The Student will:

1. Write and implement one outdoor interest center activity, adapting it to each child in the mixed age.
2. Using a prepared checklist, evaluate the activity and adaptations used for developmental appropriateness.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 6: Teaching Behaviors

Competency 6.1:

Use developmentally appropriate behaviors with children in a mixed-age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will use developmentally appropriate behaviors with children in a mixed-age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the importance of adapting responses to children's different learning styles and developmental abilities.
2. Describe the variations of responding behaviors the teacher should display in a mixed-age group setting.
3. Identify and explain effective communication strategies to use with all children in a mixed-age group setting:
    - 3a. display of acceptance towards all children
    - 3b. active listening skills
    - 3c. setting clear guidelines and limits
    - 3d. congruence in body language- spoken messages.
    - 3e. positive praise and encouragement
    - 3f. soothing words, hugs, or activities
    - 3g. child-to-child conflict resolution training skills
    - 3h. group dynamics skills

Competency 6.1:

Plan a developmentally appropriate outdoor curriculum for children in a mixed-age group setting.

Application:

The Student will:

1. Observe a director/teacher at a home-based setting and record appropriate teacher behaviors witnessed.
2. Practice appropriate teacher behaviors with children in a mixed-age group setting.
3. Evaluate behaviors used with children in the mixed-age group setting.

COURSE: Learning Environments, Activities, and Materials for Mixed Age Groups

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Unit 6: Teaching Behaviors

Competency 6.2:

Demonstrate an understanding of appropriate caregiving/teaching behaviors in the mixed age group setting.

Terminal Performance Objective:

Given text, supplemental material, and field experiences, the student will demonstrate an understanding of appropriate caregiving/teaching behaviors in the mixed age group setting, achieving 80% mastery on the knowledge test and a satisfactory or higher evaluation on the performance test.

Enabling Objectives

Cognitive:

The Student will:

1. Explain the procedures for establishing and maintaining a weekly log on each preschool child.
2. Explain procedures for establishing and maintaining on-going daily communication and feedback with children, ages three through five and their parents.
3. Give examples of teacher behaviors which facilitate the following behaviors in children ages three through five:
   3a. self-esteem
   3b. self-help
   3c. cooperation
   3d. independence
   3e. play
   3f. friendship

Competency 6.2:

Demonstrate an understanding of appropriate caregiving/teaching behaviors in the mixed age group setting.

Cognitive:

3g. self-control
3h. creativity
4. Describe teacher behaviors which increase children's development as identified for Child Development Associate Trainees in the areas of:
    - safety.
    - health.
    - learning environment.
    - physical.
    - cognitive.
    - communication.
    - creative.
    - self.
    - social.
    - guidance.
    - families.
    - program management.
    - professionalism.

Application:

The student will:

1. Establish and maintain a log on each preschool child to generate an overall education plan.
2. Establish and maintain daily communication and feedback with parents of the children.
3. Establish and maintain a training log of teacher skills. Self-evaluate areas of the 13 CDA functional areas.
4. Help children's affective growth by:
    4a. providing affection, support, and comfort when children cry, are fearful, or communicate a need.
    4b. modeling interactions desired in children.
    4c. guiding children toward controlling their behavior through redirection.

Competency 6.2:

Demonstrate an understanding of appropriate caregiving/teaching behaviors in the mixed age group setting.

Application:

5. Facilitate discrete skills:
    - 5a. Promote auditory perception in children by facilitating auditory activities.
    - 5b. Promote language arts appreciation in children by reading a book, reading or telling a story to a group of children on a daily basis.
    - 5c. Increase children's speech development through positive small group conversation, diad interactions, puppetry, and drama.
    - 5d. Promote children's writing development through fine motor and creative prewriting activities.
    - 5e. Facilitate children's understanding of language by labeling artwork, nametags, lockers and storage areas, and belongings.
    - 5f. Promote printscript development by modeling printscript in daily activities.
    - 5g. Promote reading readiness by teaching language games.
    - 5h. Promote math understanding through naturalistic, informal, and planned activities.
    - 5i. Promote children's knowledge of shape through haptic, visual, and visual-motor experiences.
    - 5j. Implement naturalistic, informal, and planned activities that utilize math and science concepts.
    - 5k. Implement informal and planned ordering and patterning activities.
    - 5l. Provide naturalistic measurement experiences.
6. Promote children's holistic learning by implementing teacher-directed activities and child-directed learning centers for one or more themes, integrating separate content areas in a holistic approach to learning.
7. Facilitate children's understanding of interrelationships:
    - 7a. Use of dramatic play and food experiences as settings for science investigations, mathematical problem solving, and social learning activities.
    - 7b. Provide a variety of materials and mediums for children to use in art expression.
    - 7c. Facilitate motor skills, manipulative skills, and movement awareness in informal and structured settings.
    - 7d. Facilitate social awareness by reading stories that explain multicultural, ethnic, and religious diversity in America.

BASIC WORKPLACE SKILLS*

Service workers, like industrial workers, need robust reserve skills in order to cope with change, tailor service, handle exceptions, and capture new learning on the job. They also need to interact closely with customers. For instance, it is relatively simple to operate a cash register, but providing good customer service requires more. In the financial, real estate, and insurance markets, every customer is an exception to the rule when marketing, selling, and packaging. Similarly, education workers must respond to students' different learning styles, and health care workers treat unique medical problems.

What do employees need in their bag of reserve skills to handle a growing stream of unprecedented situations at work? First, they need the intellectual and emotional flexibility necessary to adapt to change and dissimilar situations. Central to flexibility is the ability to learn--to keep up with change, to know what needs to be learned, and to learn it without disrupting performance. Second, because of constantly changing situations, employees must be able to cope with ambiguity. Finally, the ability to solve problems and creativity also are important because skills are constantly being challenged in novel situations (Carnevale, Gainer, and Melzer, 1989).

Basic Workplace Skills

A variety of skills are required of workers in the new economy. This section discusses these skills one by one. In each case, skill is defined and the following questions are answered:

- Why is the skill important in the new economy?
- What is the curriculum?
- What constitutes competency?

THE ACADEMIC BASICS: READING

Reading skills needed for work are developed on three levels: (1) basic literacy--the ability to decode and comprehend written material; (2) reading-to-do--the ability to utilize basic reading skills, short-term memory, and information processing to locate printed information for immediate use; and (3) reading-to-learn and reading-to-do--the ability to use basic literacy skills in conjunction with long-term memory and writing, computation, learning, adaptability, and job-specific skills in order to decode, problem solve, or troubleshoot.

Why is Reading Important in the New Economy? On average, American workers spend from 1.5 to 2 hours every working day reading forms, charts, manuals, electronic display screens, and general literature. In the new economy, reading skill requirements will increase and deepen because the growing complexity and scale of global economic activity will require more written communication. Also, the expanding reach and complexity of electronic and organizational networks will require more reading to stay in touch.

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Better reading skills will be needed to stay abreast of change, foster incremental improvements, and accelerate innovation. In addition, the infusion of information technologies will require more reading from operating and repair manuals and electronic screens.

What is The Curriculum? A curriculum for reading on the job should be specific to the workplace in which the reading skill will be used. Successful workplace curriculums should:
- develop basic literacy skills such as recognizing and understanding common job-related words as well as comprehending sentences and paragraphs;
- develop reading-to-do skills such as identifying details and specific actions in context, locating relevant information in context, and using charts, diagrams, and schematics; and
- develop reading-to-learn skills such as synthesizing written information from several sources and inferring meaning from texts that do not explicitly provide the required information.

What Constitutes Competency? Every American needs to read at a fourth-grade level in order to decode the simplest written information, such as warning and traffic signs. Reading skill beyond the fourth-grade level provides improvements in comprehension and expands the number of words that the reader can decode. The fifth-grade reading level is the minimum necessary to qualify for military service. However, substantial evidence suggests that a fifth-grade reading level is less than adequate for work.

About one-third American workers--frontline employees working at the point of production and service delivery and at the interface with customers, machine operators, and service workers--require reading skills at the eighth-grade level to comprehend work orders, forms, and manuals.

Another third--skilled workers, craft workers, manufacturing technicians, health care technologists (e.g., radiologists), secretaries, and computer programmers--require reading skill beyond the eighth-grade level, probably at the average level of people with two years of postsecondary education. These workers need to be able to master complex manuals and other materials associated with their responsibilities at work and necessary to keep up in their areas of technical expertise.

Another third of American workers--professionals, managers, and scientists--require reading skill at the college-graduate level. These elite employees require a higher level of reading competency in order to stay abreast of changing professional and technical information.

In all cases, individuals must be able to apply reading skills in the context of a task or job responsibility; competency is measured by performance of a task rather than by direct tests of reading ability. At work, people decode forms, phrases, and abbreviated technical language, not the fully developed information they learned to read at school. Comprehension at work requires the ability to understand written cues. Therefore, standards for reading skills at work need to be set after assessing the context in which these skills are to be applied. Evidence shows that individuals in performance-and competency-based instructional formats achieve mastery when they demonstrate correct performance 75 percent to 80 percent of the time.

THE ACADEMIC BASICS: WRITING AT WORK

Writing at work involves a two-stage process: (1) prewriting--topic selection, preparation, and accessing and organizing information; and (2) writing--spelling, penmanship, reading, editing, and revising.

Why is Writing Important in the New Economy? Rapid change and the growing complexity of information networks inside and outside organizations require better writing skills from a growing share of American workers. Only about 8.4 percent of the average employee's communicating time is spent writing, yet writing is most often used at critical junctures in the work process. Written communications become part of a relatively permanent information base; they are shared and used to inform and guide people inside and outside organizations overtime. Inaccurate or unclear writing can pollute the shared information base and affect the quality and efficiency of work upstream and downstream.

What is the Curriculum? Work-related writing curriculums are unlike the traditional classroom approach, which focuses on creativity and full development of thoughts in essays. Curriculums for writing at work emphasize a distillation of information in formats that often ignore the academic standards for quality and grammar. Effective work-related writing curriculum should:

- develop writing skills oriented toward applications and job performance;
- conduct exercises on transferring information, such as writing key words and standardized sentences, and entering information on forms; and
- conduct exercises on recording actions and transactions, identifying the intent of the writing and understanding the reading audience, outlining sequences and structures, and providing brief, accurate, and clear descriptions.

What Constitutes Competency? The essential standards for writing at work are brevity, clarity, and accuracy. Most writing at work involves transcribing key terms and standard sentences: 42 percent involves filling out prepared forms; 25 percent requires recording, summarizing, or using language peculiar to specific occupations and jobs; 23 percent involves writing memos and letters; and only 10 percent is dedicated to writing academic-style reports and articles. Therefore, an individual's mastery of writing on the job is tied to work-related competencies.

THE ACADEMIC BASICS: COMPUTATION

There are five elements of computational skill required at work: (1) quantification--the ability to read and write numbers, put numbers in sequence, and recognize whether one number is larger or smaller than another; (2) computing--the ability to add, subtract, multiply, and divide; (3) measurement and estimation--the ability to measure time, distance, length, height, weight, velocity, and speed and use such measurements; (4) quantitative comprehension--the ability to organize data into quantitative formats; and (5) quantitative problem solving--the ability to recognize and set up the problem and compute the answer.

Why is Computation Important in the New Economy? New organizational, competitive, and technical requirements at work require higher computational skill levels. Flexible and decentralized organizations and networks are becoming integrated by complex, shared information systems that rely on quantitative measures of markets, performance, and quality. Products and services are increasingly customized, requiring employees to constantly reset quantities and dimensions for production and delivery. New flexible technologies and software require mathematical skill to utilize their logically patterned capabilities fully.

What is the Curriculum? Almost 75 percent of Americans are computationally literate. Most Americans know how to quantify, compute, and measure, but can't apply what they know. As a result, workplace computational skills are best taught in an applied fashion. In school, mathematics is taught as an end in itself, as a sequence of operations from the simplest to most complex, followed by drill and practice on the mathematical operations themselves. Tests are standardized and emphasize proficiency in separate operations. At work, computational skills focus less on the correct performance of mathematical operations and more on using math to solve problems. Curriculums should emphasize:

- selection and use of mathematical operations to solve particular work-related problems and
- contextual examples of possible job situations.

What Constitutes Competency? Although computational skills for work do not correspond neatly to academic grade equivalents, there are some rough rules of thumb. Most workers require competency in basic operations--addition, multiplication, subtraction, and division--at about the eighth-grade level. This group of workers includes managers, nontechnical professionals, health care workers, machine operators, and service workers--about 80 percent of all American workers. Another 15 percent--including technicians, technologists, and craft and data processing workers--need computational skills roughly at the level of a few years of postsecondary schooling. Another 5 percent--technical managers, accountants, engineers, economists, and other technical professionals--require computational skills at or beyond the college level.

Ultimately, grade equivalents are only clues to job-related computational skill needs. the requirements vary by occupation, although all employees should be able to organize information into quantitative formats, select appropriate computational tools, and recognize errors resulting from inappropriate use of quantitative operations.

Competency standards and assessments should be based on performance standards and reflect current and future job needs.

Learning to Learn

Knowing how to learn is the most basic of all skills because it is the key that unlocks future success. Learning to learn involves knowing the principles and methods that allow us to perform in three domains: (1) the cognitive domain of skills we use to collect, know, and comprehend information; (2) the psychomotor domain of skills we use to control our bodies in order to accomplish tasks; and (3) the affective domain of skills we use to know, understand, and respond to feelings and behaviors.

Why is Learning to Learn Important in the New Economy? Equipped with this skill, an individual can achieve competency in all other basic workplace skills. Learning skills are required in order to respond flexibly and quickly to technical and organizational change; make continuous improvements in quality, efficiency, and speed; and develop new applications for existing technologies, products and services.

What is the Curriculum? Learning to learn curriculums include procedures for self-assessment, exposure to alternative learning styles, and training specific to the work context in which learning needs to occur. Specifically, these curriculums should:

- identify personal learning styles, capabilities, and sensory preferences (seeing, hearing, or feeling), using testing instruments such as the Meyers-Briggs Type Indicator, the Learning Styles Inventory, or the Memorize, Understand, and Do;
- develop awareness of cognitive, psychomotor, and affective learning strategies and tools; and
- match the employee's job contents and career trajectory to his or her learning needs, using instrumentation such as the Instructional systems Design and Job Learning Analysis.

What Constitutes Competency? Competency in learning includes demonstrated ability to assess what needs to be learned, apply learning techniques, and use new learning on the job. Specifically:

- individuals must be able to conduct a learning needs assessment and demonstrate personal learning skills such as understanding their own learning styles and capabilities.
- individuals must be able to demonstrate skill in the cognitive domain by organizing, relating, recalling, and evaluating knowledge; moving from knowing to understanding and applying knowledge; understanding how to think logically, divergently, critically, and intuitively; understanding alternative learning strategies and tools; and understanding how to mobilize and organize learning resources.
- the learning process is ultimately cognitive and individual, but because learning in applied settings often involves interacting with others, individuals must have a complementary set of interpersonal learning skills, including giving and receiving feedback, learning collaboratively, and using others as learning resources.

Communication: Speaking and Listening

Why Are Communication Skills Important in the New Economy? In the new economy, workers spend most of their day engaged in some form of communication. Reading and writing are essential communication tools, but it is through listening or speaking that we interact most frequently at work. The average worker spends 8.4 percent of his or her communication time at work writing, 13.3 percent reading, 23.0 percent speaking, and 55.0 percent listening (Carnevale, Gainer, and Meltzer, 1990).

The competitive standards of the new economy require effective communication skills. For instance, to ensure high quality, employees must take responsibility for final products and services, which means they have to be able to communicate with others upstream and downstream in the work process. In addition, new standards for speed and reduced cycle time require quick and informal communication. Variety and customization require fluid communication in order to switch from one product or service design to the next. Improvements in customer service also require effective communication skills. Moreover, new organizational formats and technologies also require better communication skills. Flexible networks rely on communication in order to integrate work efforts effectively. As new technologies take on repetitive physical and intellectual tasks, employees will spend more time communicating with co-workers and customers.

COMMUNICATION: SPEAKING SKILLS

Speaking skills needed for work can be broken down into three areas: (1) nonverbal skills--body language and appearance, which deliver 55 percent of the meaning in face-to-face communication; (2) vocal skills--rate, pitch, and loudness, which transmit 38 percent of the message in face-to-face communication and 70 percent to 90 percent of the message over the telephone; and (3) verbal skills--language, which transmits only 7 percent of the message, but tends to be worth more later, when the listener gets past nonverbal and vocal characteristics in the communication process.

What is the Curriculum? The curriculum for speaking is as follows:
- build awareness of individual communication style using the Myers Introduction to Type (MITT), Performax's Personal Matrix System (PPMS), and the Communication Skills Self-Assessment Exam (CSSAE);
- learn to value different communication styles by participating in group exercises; and
- learn to adjust communication style to meet the demands of different work situations by participating in group exercises and role playing.

What Constitutes Competency? There are three areas of competence in speaking skills:
- individuals must be able to get a point across in a way that has a desired impact on others.
- individuals must be able to use available instrumentation (MITT, PPMS, CSSAE) for tracking individual progress, setting performance goals, and deepening self-awareness.
- workers must know how to obtain and use formal and informal feedback from superiors, peers, and customers as a means of measuring competence and progress.

COMMUNICATION: LISTENING SKILLS

Listening skills for work involve receiving and assigning meaning to aural stimuli.

What is the Curriculum? There is a distinct curriculum for the listening skills:
- develop awareness of alternative listening styles using the Sequential Test of Educational Progress (STEP), the Watson-Barker Listening Test (WBLT), the Attitudinal Listening Profile System (ALPS), or the CAUSE for Listening (CAUSE);
- assess individual listening style;
- learn to reduce environmental and interpersonal barriers to effective listening at work; and
- learn to listen actively.

What Constitutes Competency? Competency in listening skills can be measured as follows:

- workers should obtain formal and informal feedback from superiors, peers, and customers as a means of measuring competence and progress.
- instrumentation, including STEP, WBLT, ALPS, and CAUSE, is useful in testing awareness and skill.

Adaptability: Problem Solving and Creative Thinking

Why are Adaptability Skills Important in the New Economy? An organization's ability to overcome barriers to achieve productivity and quality improvements; to develop new applications for existing technologies, products, and services; and to manage variety and customization of products and services depends on the problem solving and creative abilities of its employees. In addition, new flexible organizational formats require equally flexible workers and work teams capable of solving problems on their own. Moreover, as technology takes on repetitive work, workers spend more of their time using their problem-solving and creativity skills to handle exceptions to routine mental and physical tasks.

ADAPTABILITY: PROBLEM SOLVING SKILLS

Problem solving is the ability to bridge the gap between what is and what ought to be. Problem-solving skills include the ability to recognize an define problems, invent and implement solutions, and track and evaluate results.

What is the Curriculum? The curriculum for problem solving includes developing knowledge of one's own problem-solving style and capabilities, exploring alternative problem-solving styles and techniques, and learning problem-solving techniques to be used individually and in groups. A typical curriculum must do the following:

- assess individual styles using the Meyers-Briggs Type Indicator and the Hermann Brain Dominance Instrument;
- teach how to recognize, define, and organize problems using (1) order--sequence and arrangement of things and ideas, (2) structure--connections between things and ideas, (3) relation--how things and ideas interact, (4) level--depth of focus, and (5) point of view;
- explore the thinking tools for problem solving, such as (1) deduction--moving from the general to the particular, (2) induction--moving from the particular to the general, (3) lateral thinking--thinking intuitively, (4) dialectical thinking--holding conflicting points of view, (5) unfreezing (reframing)--accepting new points of view, and (6) critical-reflective thinking--reflecting while doing;
- explore group processes and techniques, including (1) brainstorming--sharing ideas, (2) synectics--leader-directed problem solving, (3) nominal group techniques--facilitated group problem solving among peers, (4) systems and force field analysis--reviewing a problem's context, (5) orientation--analyzing group problem-solving styles, and (6) controlled orientation--developing a group consensus on the statement of the problem; and
- teach problem-solving processes, such as the Juran Model, the Friedman and Yarborough

Comprehensive Model, the Workplace Basics Model, problem analysis, investigating assumptions, identifying tentative solutions, evaluating alternative solutions, and selecting and implementing a solution and using feedback to modify it.

What Constitutes Competency? Problem solving involves several competencies:
- workers should be aware of alternative problem-solving styles.
- workers should understand how to recognize, define, and analyze problems.
- workers should be familiar with problem-solving tools as well as systematic individual and group processes for problem solving.

Because problems do not come neatly packaged for resolution by standard techniques, competency is ultimately measured by proven performance on the job. Tests for problem-solving ability should be performance oriented and competency based.

ADAPTABILITY: CREATIVITY SKILLS

The ability to solve problems involves a significant measure of creativity. Creativity is a continuum of thinking and application including (1) creative thinking--breaking traditional patterns of thought, (2) inventiveness--turning a creative idea into practical applications, and (3) innovation--applying a creative idea.

What is the Curriculum? Creativity curriculums presume a depth of knowledge and experience in a particular subject area and teach the ability to reframe traditional patterns of thinking and doing. Curriculums:
- develop thinking skills in two categories; rational thinking skills and intuitive thinking skills, and
- develop the escape logical and sequential thought patterns.

What Constitutes Competency? Measures of competency in creativity should show whether employees can think creatively, invent applications, and install innovations at work. Creativity is demonstrated in specific domains and subject areas, and therefore should be measured by performance-based standards.

Developmental Skills: Self-Esteem, Goal Setting, Motivation, and Personal and Career Development

DEVELOPMENTAL SKILLS: SELF ESTEEM

Self-esteem skills needed for work are based on the ability to maintain a realistic and positive self-image.

Why is Self-Esteem Important in the New Economy? A positive self-image gives an individual a firm foundation to reach maximum potential both on and off the job. New and more intense standards for organizational performance require each employee to have a strong positive sense of self. Accepting responsibility for organizational performance beyond one's formal work assignment is necessary to ensure high quality and requires a positive self-image. Self-esteem is also necessary to manage the growing intensity of interaction with co-workers and customers. Increased personal autonomy requires self-confident workers. Overall, the capacity to cope with the fast pace of change at work demands employees who are confident in their own abilities.

What is the Curriculum? The curriculum for self-esteem uses experience, reflection, and counseling to help the employee:

- build self-awareness, including awareness of his or her own skills and abilities, impact on others, and emotional capacity and personal needs:
- build a positive and realistic self-image; and
- build self-esteem.

What Constitutes Competency? The skills that lead to greater self-esteem are highly personal and diverse. Therefore, competency can be only partially measured by norm-referenced scales. Workers can demonstrate competency in self-esteem skills by:

- demonstrating a willingness to take risks;
- leading and taking responsibility;
- functioning in an ambiguous and flexible environment; and
- following through on tasks.

DEVELOPMENTAL SKILLS: MOTIVATION AND GOAL SETTING

Motivation at work involves ability to translate work into an instrument for the development of the self and the realization of potential. Goal setting is the ability to set performance targets that are consistent with goals for personal development. Motivation and goal setting are inextricably intertwined. Motivation inspires goal setting and goal setting clarifies and connects us to our deepest motivations.

Why Are Motivation and Goal Setting Important in the New Economy? The velocity of change is accelerating at work. Flexible organizations and technologies are giving workers more autonomy and increasing the intensity of interaction among co-workers and between employees and customers. These changes require that employees become personally and actively engaged on the job. In addition, as the focus of responsibility for overall performance resides more with the individual, employees must assume responsibility for motivating themselves and setting goals.

What is the Curriculum? The curriculum for teaching motivation and goal setting begins with individual self-assessment and ends with application in the work group. The usual sequence of learning in the curriculum is as follows:

- develop an awareness of personal motivations and cognizance of appropriate goals;
- structure a hierarchy of goals (integrating short-and long-term goals as well as job-related and personal goals);

- define strategic steps to reach goals;
- measure progress;
- negotiate goals with others;
- identify resources for setting goals; and
- revise goals in light of new information and experience.

What Constitutes Competency? Competency in motivation and goal setting is not demonstrated at a single point in time. Rather, it is reflected in a person's ability over time to:

- envision, set, and meet defined objectives;
- be motivated by personal goals rather than goals set by others;
- set realistic goals and understand obstacles; and
- find the resources to overcome obstacles.

DEVELOPMENTAL SKILLS: PERSONAL AND CAREER DEVELOPMENT

Personal and career development skills allow individuals to adapt to changing work requirements in a way that ensures employment security and fulfills personal potential.

Why Are Personal and Career Development Skills Important in the New Economy? New requirements for competitive, organizational, and technical flexibility have reduced job stability. Employees should expect to have to change as job requirements change. Lifetime employment in the same job or even with the same employer is no longer a realistic expectation. As a result, self-conscious personal and career development is central to employment security as well as individual development and career success.

What is the Curriculum? The sequence of learning goals in personal and career development usually begins with a grounding in self-assessment and concludes with the development of a career strategy:

- develop skills useful for finding a job, including self-assessment, reality testing, goal development, and job search competencies such as resume writing;
- develop maturity skills for career development, such as integrative skills (reconciling self-assessment with work assignments) and self-development skills (marketing oneself and using workplace resources for personal career development); and
- develop a career and personal development plan including a hierarchy of short-and long-term goals.

What Constitutes Competency? Ultimately, competency in career development is demonstrated by one's ability to take personal responsibility for career progress. The ability to control and direct our own career progress requires other competencies as well, including such skills as resume writing and interviewing. A variety of instruments are available to test more generic career skills. One such instrument is the Career Mastery Inventory.

Group Effectiveness: Interpersonal Skills, Negotiation, and Teamwork

Why Are Group Effectiveness Skills Important in the New Economy? Work is a group activity. Throughout the postwar era, economists have observed that the major share of productivity improvements results from the ability of work groups to use their human and technical capital more effectively to move up the learning curve. Meeting competitive standards other than productivity also depends on the effectiveness of work groups. For example, high quality is more than the sum of individual excellence. It requires successful interaction throughout the organization. Flexible and fast responses to customers also require effective teamwork. Flexible organizational formats and technologies increase the intensity and importance of group interactions at work. Whenever people work together, successful interaction depends on effective interpersonal skills, formal negotiation to resolve conflict, and successful teamwork.

GROUP EFFECTIVENESS: INTERPERSONAL SKILLS

For example, they need interpersonal skills such as the ability to judge appropriateness of behavior, cope with undesirable behavior, absorb stress, deal with ambiguity, share responsibility, and interact comfortably with others.

What is the Curriculum? The curriculum for interpersonal skills is a sequential learning program delivered in a group setting:

- assess interpersonal needs and styles through instruments such as the FIRO-B Scale;
- establish interpersonal credibility by conducting training in areas such as cross-cultural awareness and communication skills;
  to encourage familiarity among group members, conduct personal sharing exercises involving interviewing, active listening, values clarification, and nonverbal communication;
- build skills needed for forming attachments, such as skills in disclosure, process observation, giving feedback, and oral communication; and
- develop role clarification skills through exercises in role negotiation and goal setting.

What Constitutes Competency? Competency is generally measured by the subjective evaluation of people who interact with the employee. The assessment should focus on the extent to which the employee is positive and proactive in group settings.

GROUP EFFECTIVENESS: NEGOTIATION

They need negotiation skills to overcome disagreements by compromising with, accommodating, and collaborating with others.

What is the Curriculum? The curriculum for negotiation uses a variety of group exercises and techniques in order to:

- develop awareness, problem-solving, and communication skills by separating subjective personalities from objective problems;
- explore problem-solving techniques for establishing individual interests and common interests

among stakeholders involved in the negotiation;

- develop problem-solving, interpersonal, and creativity skills to invent options for mutual gain; and
- show how to develop objective criteria for evaluating personal interests and available options.

What Constitutes Competency? Competency in negotiation skills includes:

- the proven ability to assess individual negotiation styles and
- demonstrated knowledge of negotiation techniques. Peers, supervisors, and customers can provide assessments of an employee's negotiation skills and effectiveness.

GROUP EFFECTIVENESS: TEAMWORK SKILLS

Teamwork skills relate to the ability of groups to pool human talents to pursue common goals.

What is the Curriculum? The curriculum for teamwork concentrates on individual abilities usually learned best in structured work groups. Exercises focus on the needs of the group, including the ability to:

- assess individual and team capabilities;
- establish, clarify, and communicate team goals;
- plan and set performance standards; and
- provide feedback, coaching, and motivation.

What Constitutes Competency? A competent team makes maximum use of the human talents available to pursue shared goals. Competence can be measured by:

- outcome measures of team efforts, including productivity, quality, flexibility, and speed, and
- review of team performance by peers and customers.

Influencing Skills: Organizational Effectiveness and Leadership Skills

INFLUENCING SKILLS: ORGANIZATIONAL EFFECTIVENESS

Organizational effectiveness skills needed for work include the ability to work effectively in the context of explicit and implicit organizational cultures and subcultures.

Why is Organizational Effectiveness Important in the New Economy? An organization is a maze of explicit and implicit power structures and cultures. Understanding how to operate within the organizational maze is key to peak performance in the new economy. Networks driven by common goals and information are supplanting both rigid hierarchies and fragmented structures. Workers will require strong organizational skills to participate effectively in the new networks. Also, because of increasing independence on the job, workers will need organizational skills to align their own efforts and goals with those of the organization and thereby minimize friction and wasted effort.

What is the Curriculum? Curriculum in organizational effectiveness teaches an appreciation of institutional cultures, explores organizational limits and opportunities, and actively includes the trainee as a member and owner of the organization. Specifically, the curriculum should:

- provide the employee with an understanding of what organizations are, why they exist, and how one can navigate in the complex social waters of varying types of organizational structures;
- expose the employee to the organizational structure of his or her employer and industry network--discussing goals, values, culture, and traditional modes of operation; and
- train the employee in interpersonal, group effectiveness, and communication skills.

What Constitutes Competency? Competency in organizational skills includes:

- a demonstrated awareness of organizational types and of skills and behaviors that encourage alignment between the organization and employees:
- a demonstrated awareness of the implicit and explicit structures in the employee's own organization and industry network; and
- knowledge of relevant skills, including communications, personal management, and group effectiveness. Mastery is best measured by performance-oriented, competency-based instruments. More generic instruments such as the Career mastery Inventory can be useful for initial assessments and to chart progress. Assessments of co-workers, customers, and superiors are also useful.

INFLUENCING SKILLS: LEADERSHIP

Leadership skills at work involve influencing others to serve the strategic purpose of an organization or the developmental needs of an individual.

Why is Leadership Important in the New Economy? The pace of change and competitive standards in the new economy require workers to assume leadership roles beyond their own formal assignments. Moreover, the new economic environment requires fluidity in leadership roles; every person at every level of an organization may need to assume a leadership role at one time or another, depending on the requirements of the task at hand. In addition, the growing utilization of more flexible technologies and organizational networks is creating more fluid work processes that demand spontaneous leadership.

What is the Curriculum? Curriculum in leadership begins with awareness of leadership styles and functions and then proceeds to the development of leadership skills and behaviors. A typical curriculum helps trainees to:

- develop an awareness of leadership approaches;
- develop leadership skills, such as personal management, group effectiveness, adaptability, and influencing skills; and
- develop leadership behaviors, such as developing and communicating a vision, developing commitment, inspiring effort, and modeling appropriate behaviors (e.g., taking risks, being consistent, being trustworthy, showing respect for others, and tolerating ambiguity).

What Constitutes Competency? At its most elementary level, leadership is the demonstrated ability to influence others to act. Competency measures are limited and subjective:

- demonstrated awareness of leadership theories and associated skills and
- subjective assessment by peers, customers, and superiors.

A VERY PERSONAL TEST FOR TEACHERS

The following checklist provides guides by which teachers can quickly analyze their efforts to provide the best educational experiences possible for all the students under their responsibility as they move toward a unitary school system. Each question should be answered by placing the appropriate number (1, 2, or 3) in the space provided to the left. A **number "1"** suggests that little or no effort has been made to initiate or carry out the activity. **Number "2"** suggests that some consideration has been given to the activity but no thorough approach has been taken. A **number "3"** would indicate that everything possible was being done to carry out the activity.

Not at all--1 **Somewhat--2** **To a great extent--3**

______ 1. Have you read any books or articles lately to increase your understanding of the needs, problems, and frustrations of minority children and adults?

______ 2. Do you consider yourself as a model who inspires students to respect one another's ethnic background or culture?

______ 3. Have you evaluated your textbooks/resources/pictures/posters/bulletin boards to determine whether they contain fair and appropriate treatment of minority groups and are free from stereotypes and offensive statements?

______ 4. Have you tried to establish and maintain some meaningful contact and dialogue with the parents, guardians and communities from which your students come?

______ 5. In your school, center, or library environment, do you take the initiative in getting rid of prejudices, stereotypes and negative attitudes toward persons from different ethnic groups?

______ 6. Do you organize and present a program of activities or units of work that foster an awareness and appreciation for the contributions of minorities?

THE STORY OF THE STAR IN THE APPLE

JOHNNY APPLESEED STARTED IT ALL
TO GRAB AN APPLE AND HAVE A BALL!

(Have an apple or two in your pocket with knife)

Once upon a while ago there was a little girl (can use girl or boy name) who had nothing to do. She asked her mother what she could do and her mother said to her, *Go out and find a little round, red house with no doors, no windows and a chimney on top and a little star inside."* (She asks the postman, who tells her to ask the policeman, etc.)

(When you run out of friendly folk, the last one can say: *"Go ask Granny who lives at the foot of the hill."*)

So the little girl skips to Granny's at the foot of the hill, *"Granny, have you seen a little round, red house with no doors, windows and a chimney on top and a little star inside?" "No,"* says Granny. *"Go ask the North Wind."*

The little girl runs to ask the North Wind. The North Wind blew her to the top of the hill. On the top was an orchard. Something fell to the little girl's feet (an apple). *"Here's a little round, red house with a chimney on top, no doors, no windows, but how do I know a star is inside?"* She ran home to her mother. *"Mother, I found a little round, red house with no doors, no windows and a chimney on top, but how do I know a star is inside?"* Her mother cut the apple open and there is the star. (Teacher cuts her apple crosswise to show star.)

****

TRY THESE WITH APPLES: Classify: red, yellow, green, winesap, york, delicious, etc. Cooking, eating, apples whole, cut in quarters, cut across to show star. Good with peanut butter. On a stick dipped in melted caramel candies.

Dunk for apples, tie a string to the stem, hang up, try to bite into.

Make applesauce.

Try making apple jelly, using peelings only.

****

JOHNNY APPLESEED PRAYER

The Lord is good to me
And so I thank the Lord
For giving me the things I need
The sun and the rain and the appleseed,
The Lord is good to me.

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* Suggested Learning Activity for:

The Child and the Family, Community, and Staff Relationships in a Multicultural World

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Competency 6.1: Collaborate with parents to form partnerships to meet children's needs.

"What I wouldn't give for a job like yours"

Our early childhood program opens at 6 a.m. and closes at 6 p.m. One day, everything went wrong. A child tried to put a shoe down the toilet. The keys to the kitchen were lost. The milk was sour. The sprinklers went off while the children were playing on the lawn, and there weren't enough dry clothes for everyone. It was just a rotten day.

One mother called and said she would be late. The teacher who usually closed was ill, so another teacher had to stay. It had been a 12-hour day and she was tired. She held the child in her lap in a rocking chair to wait. When the mother finally arrived, she looked at the teacher and said, "Oh what I wouldn't give for a job like yours where I could sit all day and rock."

(Source: Docia Zavitkovsky in speech taken at Texas Association for the Education of Young Children Annual Conference, 1992. Austin, Texas.)

TOPIC: FAMILIES

OBJECTIVE: Each student will listen to vignette and describe in writing feelings of teacher and parent and ways to develop professional relationship.

ACTIVITY: Responding to Vignette About Parents

MATERIALS: Printed Vignette

PROCEDURES: Read vignette and ask students to respond to the following questions: "How do you think the teacher feels after hearing parent's remark? How may the parent be feeling? How can you as teachers communicate with parents to promote a professional relationship with parents? Name some different forms of communication."

COMMENTS: Discussion in small groups could follow. Or if class size is small, have student discussion in large group.

LEARNING STYLES:	Individual Oral	Auditory Written

* Reprinted with permission from Child Development Associate Credential Facilitator's Guide to Active Learning Techniques.

Suggested Learning Activity for:

The Child With Special Needs

Competency 1.1: Demonstrate an understanding of the diverse characteristics of children with special needs.

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* Community Resource Report

IMPORTANT INSTRUCTIONS:

As part of Introduction to Children with Special Needs, each student will do a written report on an organization in the area that serves the special needs population. From the list of possible organizations provided by the instructor, sign up for one that interests you. You may add others to the list with permission. Your responsibility is to obtain the following information from the agency. YOU MAY BE ASKED TO GIVE AN INFORMAL ORAL REPORT ON THE ORGANIZATION YOU VISITED.

Include:

1. Agency name, address, telephone number and contact person - 5 points.
2. Population served (e.g., Bexar County, military only, the entire state, specific patients or others) - 5 points
3. Type of services provided (e.g., information, direct services, rehabilitation, crisis intervention or others) - 10 points
4. Fees charged and affiliations (e.g., parts of a larger organization, local only, United Way funded, or others) - 5 points
5. Handouts, pamphlets, etc., that the agency gives to the public. Request a copy for your file, the instructor's use, and for our college library. If possible, seek to obtain one copy for each class member. - 10 points

Use your best writing style with topic sentences, proper grammar and punctuation. One or two typewritten (double-spaced) pages, or 3-4 written pages in ink are required.

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ORGANIZATIONAL VISIT - COMMUNITY RESOURCE REPORT
EVALUATION/VALIDATION

Student ______________________ Date Due ______________________

Possible Points _____50_____ Date Turned In ______________________

	POINTS POSSIBLE	POINTS EARNED SELF	VALIDATION BY INSTRUCTOR
#1 Agency name, address, telephone number and contact person	05		
#2 Population served (e.g., Bexar County, military only, the entire state, specific patients, others)	05		
#3 Type of services provided (e.g., information, direct services, rehabilitation, crisis intervention, others)	10		
#4 Fees charged, affiliations (e.g., part of a larger organization, local only, United Way funded, others)	05		
#5 Handouts, pamphlets, etc., that the agency has available for the public.	10		
#6 Other Information	05		
#7 Summary and Comments	10		
TOTAL FOR REPORT	**50**		
Bonus points for typing, no errors, neatness and extras.			

Points subtracted for errors in structure, grammar, spelling, not being neat, and no self-evaluation completed. ______ ________

TOTAL EARNED ______ ________

COMMENTS:

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Children With Special Needs Resources

American Society for Deaf Children
814 Thayer Avenue
Silver Springs, MD 20910
(301) 585-5400

Council for Exceptional Children:
Division for Children with Communication Disorders
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

March of Dimes Birth Defects Foundation
P.O. Box 2000/1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

Mental Health Association of Texas
8401 Shoal Creek Blvd.
Austin, TX 78758
(512) 454-3706

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

National Association for Visually Handicapped
22 West 21st Street
New York, NY 10010
(212) 889-3141

United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016